

School Accountability Report Card

Reported Using Data from the

2021–22 School Year

California Department of Education

(Published during the 2022-2023 School Year)

For: The Creekside School

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

Principal: Katie Shepard

Phone: (408) 448-2494

Grade Span: K-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 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.

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

About This School

Table 1: District Contact Information (School Year 2022–23)

Entity	Contact Information
District Name	N/A (Non-Public School/NPS) Located w/in the Oak Grove School District & East Side Union High School District
Phone Number	-
Superintendent	-
Email Address	-
Website	-

Table 2: School Contact Information (School Year 2022–23)

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	Katie Shepard
Email Address	katie@creeksideschool.org
Website	www.creeksideschool.org
County-District-School (CDS) Code	43-69625-0123489

Table 3: School Description and Mission Statement (School Year 2022–23)

Our Mission

To dramatically improve the quality of life for our 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 an individualized comprehensive program. Active collaboration between professionals and families allows us to gain greater understanding of the student as a whole.

Philosophy

The Creekside School was founded by parents using the Developmental, Individual-difference, and 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 also draws from a variety of evidence-based approaches and therapeutic interventions to fit the individual needs of each child. Instructional and therapeutic interventions include but are not limited to Applied Behavior Analysis (ABA), Pivotal Response Treatment (PRT), Social Communication, Emotional Regulation and Transactional Support (SCERTS), Safety Care by QBS, Education of Autistic and Related Communication Handicapped Children (TEACCH), Zones of Regulation, speech and language therapy, occupational therapy, music and art therapy as well as inclusion.

Our highly skilled team of professionals stay 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 integration skills** through **enriched community experiences**
- Developing **functional academic skills, vocational and life skills** to be applied across multiple life contexts

TCS Organization Goals:

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

Table 4: Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	4
Grade 4	3
Grade 5	1
Grade 6	4
Grade 7	2
Grade 8	2
Grade 9	2
Grade 10	1
Grade 11	2
Grade 12	0
Post-Secondary	5
Total Enrollment	26

Table 5: Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	23%
Male	77%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	38%
Black or African American	0%
Filipino	0%
Hispanic or Latino	27%
Native Hawaiian or Pacific Islander	0%
Two or More Races	8%
White	27%
English Learners	27%
Foster Youth	0%
Homeless	0%
Migrant	0%
Socioeconomically Disadvantaged	4%
Students with Disabilities	100%

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

Table 6: Teacher Preparation and Placement (School Year 2020–21)

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)	2	50%	N/A	N/A	228,366.1	83.12
Intern Credential Holders Properly Assigned	2	50%	N/A	N/A	4,205.9	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	-	N/A	N/A	11,216.7	4.08
Credentialed Teachers Assigned Out- of-Field (“out-of-field” under ESSA)	0	-	N/A	N/A	12,115.8	4.41
Unknown	0	-	N/A	N/A	18,854.3	6.86
Total Teaching Positions	4	100%	N/A	N/A	274,759.1	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.

N/A = Unable to attain this information or does not apply. Creekside is an NPS.

Table 7: Teacher Preparation and Placement (School Year 2021–22)

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)	4	80%	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	1	20%	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	-	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out- of-Field (“out-of-field” under ESSA)	0	-	N/A	N/A	N/A	N/A
Unknown	0	-	N/A	N/A	N/A	N/A
Total Teaching Positions	5	100%	N/A	N/A	N/A	N/A

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

N/A = Unable to attain this information or does not apply. Creekside is an NPS.

**Table 8: Teachers Without Credentials and Misassignments
(considered “ineffective” under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	0

**Table 9: Credentialed Teachers Assigned Out-of-Field
(considered “out-of-field” under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

Table 10: Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	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>.

Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: [August 2022]

Academics:

The Creekside School strives to expose students to a mix of academics and everyday life skills needed to foster improved quality of life as an adult. Functional and traditional academics are infused throughout all activities based on each student’s individual needs and IEP goals. The intent is not to teach any one skill in isolation but to teach all skills (academic and otherwise) to be understood in a variety of contexts to help students generalize these concepts.

Thematic units from state-adopted curriculum:

Unique Learning System is used to embed content from the state standards into a highly 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 two 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 TouchMath®, Learning 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), Unique Learning System, News 2 You (Social Studies) and others are available and offered as-is where 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 State Standards (CCSS), input from families, and TCS’s leadership and curriculum development teams.

All School Rotations: Students participate in a variety of extracurricular activities as indicated below.

- Visual Arts (product-focused and process-focused work)
- P.E. (independent and team-based sports and fitness activities)
- Cooking (following recipes and learning food prep motor skills)
- Thematic-based Activity (Social Studies or Science)
- Leisure skills (independent and social/group activities)
- Individual goals (dependent on student program, examples include: community purchasing, music therapy, yoga, etc.)

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

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

Table 12: 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.

In 2021, TCS purchased 6 acres from the Oak Grove School District which includes 7 pods, the office, large outside space including playground(s), and the cafeteria/multi-purpose room 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 with regards to the FIT. Planned improvements to TCS include security, alarm, restroom upgrades.

Table 13: School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: [August 2022]

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good			In 2022, TCS purchased new HVAC units and is in the process of updating most of the school.
Interior: Interior Surfaces	Good			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good			TCS has monthly pest control, janitorial services 3 times a week and at minimum, annual deep cleans.
Electrical: Electrical	Good			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		Fair		TCS would like to upgrade these facilities once we are able. They are old in appearance.
Safety: Fire Safety, Hazardous Materials	Good			TCS received a clean fire and alarm inspection. Fire extinguishers & safety/exit sign lighting serviced in Aug 2022. We are also hoping upgrade our system
Structural: Structural Damage, Roofs	Good			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		Fair		Everything is in good condition. We have replaced some windows due to vandalism and some to replace. to repair. Any broken window has been boarded and properly secured. Fences are good & we are getting bids to repair some gates.

Overall Facility Rate

Year and month of the most recent FIT report: [August 2022]

Table 14: 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 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.

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. Building life skills, independent living, career preparation and vocational training is emphasized for after high school. Typically, 100% of the parents of our students opt out of student testing due to their child having moderate to severe autism and 100% of them having an IEP. Because of this, the following tables will not be complete.

**Table 15: CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts/Literacy (grades 3-8 and 11)	--	--	N/A	63.06	N/A	47.06
Mathematics (grades 3-8 and 11)	--	--	N/A	38.08	N/A	33.38

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

Note: Double dashes (--) appear in the table when percentages are not calculated because 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. Typically, 100% of the parents of our students opt out of student testing due to their child having moderate to severe autism and 100% of them having an IEP.

**Table 16: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	0	0%	100%	--
Female	6	0	0%	100%	--
Male	20	0	0%	100%	--
American Indian or Alaska Native	0	0	0%	100%	--
Asian	10	0	0%	100%	--
Black or African American	0	0	0%	100%	--
Filipino	0	0	0%	100%	--
Hispanic or Latino	7	0	0%	100%	--
Native Hawaiian or Pacific Islander	0	0	0%	100%	--
Two or More Races	2	0	0%	100%	--
White	7	0	0%	100%	--
English Learners	7	0	0%	100%	--
Foster Youth	0	0	0%	100%	--
Homeless	0	0	0%	100%	--
Military	0	0	0%	100%	--
Socioeconomically Disadvantaged	1	0	0%	100%	--
Students Receiving Migrant Education Services	0	0	0%	100%	--
Students with Disabilities	26	0	0%	100%	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when percentages are not calculated because 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. Typically, 100% of the parents of our students opt out of student testing due to their child having moderate to severe autism and 100% of them having an IEP.

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.

**Table 17: CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	0	0%	100%	--
Female	6	0	0%	100%	--
Male	20	0	0%	100%	--
American Indian or Alaska Native	0	0	0%	100%	--
Asian	10	0	0%	100%	--
Black or African American	0	0	0%	100%	--
Filipino	0	0	0%	100%	--
Hispanic or Latino	7	0	0%	100%	--
Native Hawaiian or Pacific Islander	0	0	0%	100%	--
Two or More Races	2	0	0%	100%	--
White	7	0	0%	100%	--
English Learners	7	0	0%	100%	--
Foster Youth	0	0	0%	100%	--
Homeless	0	0	0%	100%	--
Military	0	0	0%	100%	--
Socioeconomically Disadvantaged	1	0	0%	100%	--
Students Receiving Migrant Education Services	0	0	0%	100%	--
Students with Disabilities	26	0	0%	100%	--

Note: 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.

Note: Double dashes (--) appear in the table when percentages are not calculated because 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. Typically, 100% of the parents of our students opt out of student testing due to their child having moderate to severe autism and 100% of them having an IEP.

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.

**Table 18: 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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8 and high school)	N/T	N/T	N/A	37.53	28.50	29.47

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science. Typically, 100% of the parents of our students opt out of student testing due to their child having moderate to severe autism and 100% of them having an IEP.

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.

N/A = Unable to attain this information or does not apply.

**Table 19: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	0	0%	100%	--
Female	6	0	0%	100%	--
Male	20	0	0%	100%	--
American Indian or Alaska Native	0	0	0%	100%	--
Asian	10	0	0%	100%	--
Black or African American	0	0	0%	100%	--
Filipino	0	0	0%	100%	--
Hispanic or Latino	7	0	0%	100%	--
Native Hawaiian or Pacific Islander	0	0	0%	100%	--
Two or More Races	2	0	0%	100%	--
White	7	0	0%	100%	--
English Learners	7	0	0%	100%	--
Foster Youth	0	0	0%	100%	--
Homeless	0	0	0%	100%	--
Military	0	0	0%	100%	--
Socioeconomically Disadvantaged	1	0	0%	100%	--
Students Receiving Migrant Education Services	0	0	0%	100%	--
Students with Disabilities	26	0	0%	100%	--

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. Typically, 100% of the parents of our students opt out of student testing due to their child having moderate to severe autism and 100% of them having an IEP.

Table 20: Career Technical Education Programs (School Year 2021–22)

Creekside provides age and skill appropriate vocational services blended with school curricula based on student needs, strengths, preferences and interest.

The Creekside students are at a developmental and cognitive level that is far below their grade level. In order to meet the needs of the students and address the core curriculum, instructional materials must be modified and adapted so that the students can access the content of the curriculum in a way that is appropriate to their needs.

The students at The Creekside School require consistent instructional repetition over time in order to demonstrate their understanding of new skills, ideas and content because of their communication, sensory processing and cognitive processing challenges. These students require modified curriculum which specifically address the depth of core concepts, as opposed to the breadth of curricular domains. For example, it may take an entire academic school year of weekly outings for the students to independently purchase items from a shopping list at a grocery store.

The Creekside School has developed the following thematic units to address the core curriculum and the functional skills curriculum from the Special Education Administrators of County Offices (SEACO) guide while also meeting school wide and student IEP goals.

Table 21: Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Note: for 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. Building life skills, independent living, career preparation and vocational training is emphasized for after high school.

Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

Note: for 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. Building life skills, independent living, career preparation and vocational training is emphasized for after high school.

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

Table 23: California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	--	--	--	--	--
7	--	--	--	--	--
9	--	--	--	--	--

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas. 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 regarding the school district and at each school site

Table 24: Opportunities for Parental Involvement (School Year 2022–23)

The parent-child relationship is the most important relationship in our students' lives. The Creekside School will support each family as much as possible. Parents, siblings, and other family members know better than anyone else what is involved in the student's day-to-day life. 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. It is essential for all those who are involved in the care and well-being of the student to openly communicate and work cohesively as a team for the benefit of the student, ensuring consistency in care.

Communication Between Home & School

Active communication and partnership between home and school is a vital component to The Creekside School program. After enrollment, an individual student email group will be created for your child. Multiple tools are used by The Creekside School to maintain contact between home, school and staff, including:

Daily 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 group. This is a confidential (members only) online group that allows parents to easily communicate to the entire program team (i.e. all staff members who work with your child). This group will be managed by TCS and named using the initials of your child. All those who work with your child at TCS will be members of the group.

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 through the principal. 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 can work with the family to advise and assist in implementing interventions that support the overall quality of life of the student. An additional focus is on building healthy relationships between family members. Due to staff availability, home visits are limited to **90 minutes per quarter** (every three months). 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

There will be two parent conferences throughout the year in October and May. Specific conference time slots will depend on the school schedule and parents will reserve a time on a first come first served basis. Prior to the

Parent/Staff Conference weeks, parents will receive a notice via email noting that conference scheduling has begun and the available time slots. If a parent cannot attend a Parent/Staff Conference or scheduled meetings/observation, as a courtesy, TCS asks that scheduled sessions be canceled at least 24 hours prior to start time. This time will not be made up except in extenuating circumstances such as a family emergency.

Additional Meetings and Consultation

Parents and staff may request a meeting at any time. If a parent has a situation that requires a discussion with any/all members of the staff during a time that does not fall near quarterly Parent/Staff Conferences, additional meetings can be scheduled through the Principal. Additional collaboration/consultation is available upon request to parents and others that work with the student including private therapists, caregivers, and physicians. As needed, basic training is available for caregivers working with your child.

School Visits: If parents and/or caregivers would like to schedule a school visit, meeting, or observation during school hours when students are present, they must schedule at least a week in advance and present a clear objective for the visit. Observations are scheduled for no more than 30-minute blocks unless otherwise required for the purpose of observation. For security purposes, all visitors (including parents) must sign in and out at the Main Office and wear a visitor's badge.

Occasionally it is necessary for school district personnel or others to come to Creekside to observe a student, conduct assessments or meet with TCS staff members. A district representative is required by law to observe a student's NPS program once a year. If a visit is going to occur:

- Parents must give consent for any assessments conducted
- All visits must be scheduled in advance through the Principal or the Administrative Coordinator
- Visits are typically limited to one hour (exceptions should be discussed with the Principal)
- All visitors must be accompanied by a designated Creekside staff
- The purpose and/or goals of the visit should be established prior to scheduling

State Priority: Pupil Engagement

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

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

Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021– 22
Dropout Rate	--	--	--	14.5	14.0	5.6	8.9	9.4	5.6
Graduation Rate	--	--	--	86.4	83.8	90.0	84.2	83.6	87.0

Note: for cells with a double dash (--), The Creekside School only serves students with disabilities with an Individualized Education Plan (IEP) who are on a certificate-of-completion track. Students do not Dropout or Graduate with a four-year degree.

N/A = Unable to attain this information or does not apply.

**Table 26: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	N/A	N/A	N/A
Female	N/A	N/A	N/A
Male	N/A	N/A	N/A
Non-Binary	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
White	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A
Homeless	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: for 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. Building life skills, independent living, career preparation and vocational training is emphasized for after high school.

**Table 27: Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	--	--	--	--
Female	--	--	--	--
Male	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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.

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

Table 28: Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0%	3.0%	2.6%
Expulsions	0%	0%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0%	0%	0%	3.6%	0.2%	3.4%
Expulsions	0%	0%	0%	0.1%	0%	0.1%

Note: 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.

Table 30: Suspensions and Expulsions by Student Group
(School Year 2021–22)

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

Note: for cells with a double dash (--), The Creekside School only serves students with disabilities with an Individualized Education Plan (IEP) who are on a certificate-of-completion track. Students are not typically suspended or expelled.

Table 31: School Safety Plan (School Year 2022–23)

The Creekside School's (TCS) School Safety Plan is updated yearly and was most recently updated, reviewed, and certified in August of 2022. TCS offers a functional skills program within an individualized educational and therapeutic environment for students in grades K-12 and post-secondary 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:

- A. 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 8/10/2022.
- B. Annual fire safety inspection and fire safety and hazardous materials clearance.
- C. Emergency Lockdown and Evacuation Procedures are posted in each room of the school.
- D. Disaster Preparedness Training and Scenario was held 6/27/2022.
- E. First aid kits in each room of the school.
- F. Fire drills are conducted monthly.
- G. Staff inspects each area of the school monthly using OSHA standards.
- H. All staff members receive Safety Care Training by QBS to safely handle student behavior challenges.

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.

Table 32: Average Class Size and Class Size Distribution (Elementary)
(School Year 2019–20)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	--	--	--	--
1	--	--	--	--
2	--	--	--	--
3	--	--	--	--
4	--	--	--	--
5	--	--	--	--
6	--	--	--	--
Other**	9	1	0	0

*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.

Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	--	--	--	--
1	--	--	--	--
2	--	--	--	--
3	--	--	--	--
4	--	--	--	--
5	--	--	--	--
6	--	--	--	--
Other**	6	2	0	0

*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.

Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	--	--	--	--
1	--	--	--	--
2	--	--	--	--
3	--	--	--	--
4	--	--	--	--
5	--	--	--	--
6	--	--	--	--
Other**	6	2	0	0

*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.

Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6	1	0	0
Mathematics	6	1	0	0
Science	6	1	0	0
Social Science	6	1	0	0

*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.

Note: The Creekside School serves students with disabilities, in 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.

Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6	1	0	0
Mathematics	6	1	0	0
Science	6	1	0	0
Social Science	6	1	0	0

*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.

Note: The Creekside School serves students with disabilities, in 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.

Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6	2	0	0
Mathematics	6	2	0	0
Science	6	2	0	0
Social Science	6	2	0	0

*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.

Note: The Creekside School serves students with disabilities, in 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.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	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 serves students with disabilities, in 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.

Table 39: Student Support Services Staff (School Year 2021–22)

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	1.5
Resource Specialist (non-teaching)	--
Other	7

*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.

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	100%			*
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	*	*
State	N/A	N/A	\$6,594	\$94,126
Percent Difference – School Site and State	N/A	N/A	*	*

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

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

Double dash (--) data that TCS was unable to provide as we are a NPS.

Table 41: Types of Services Funded (Fiscal Year 2021–22)

The Creekside School budgets includes funding for school and program supplies, professional development, to analyze data, and plan for student instruction. We offer speech and language therapy, occupational therapy, art and mental health therapy, music therapy, vocational coordination, behavior specialist services and staff training.

Table 42: Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,838	\$52,478.05
Mid-Range Teacher Salary	\$105,925	\$80,810.38
Highest Teacher Salary	\$153,873	\$101,276.23
Average Principal Salary (Elementary)	N/A	\$127,080.36
Average Principal Salary (Middle)	N/A	\$134,263.65
Average Principal Salary (High)	\$158,501	\$147,199.91
Superintendent Salary	\$292,671	\$242,351.45
Percent of Budget for Teacher Salaries	N/A	32.58%
Percent of Budget for Administrative Salaries	N/A	5.51%

N/A = Unable to attain this information or does not apply.

District numbers are taken from the Santa Clara County numbers since we offer K-12 education on one campus. Those amounts can be found here: <https://www.cde.ca.gov/ds/fd/cs/>

State averages were attained from:

<https://www.cde.ca.gov/ta/ac/sa/accessdata2122.asp>

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

Table 43: Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses: N/A

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

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

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. Building life skills, independent living, career preparation and vocational training is emphasized for after high school.

Table 44: Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	18	14	14