

School Accountability Report Card

Reported Using Data from the 2020–2021 School Year

California Department of Education

For: The Creekside School

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

Phone: (408) 448-2494

Principal: Katie Shepard

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 refers to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2021–2022)

Entity	Contact Information
District Name	N/A (NPS)
Phone Number	-
Superintendent	-
Email Address	-
Website	-

Table 2: School Contact Information (School Year 2021–2022)

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 2021–2022)

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), Crisis Prevention Institute’s (CPI) Nonviolent Crisis Intervention, Relationship Developmental Intervention (RDI), 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 2020–2021)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	2
Grade 3	2
Grade 4	1
Grade 5	3
Grade 6	2
Grade 7	2
Grade 8	2
Grade 9	1
Grade 10	2
Grade 11	1
Grade 12	0
Post-Secondary	4
Total Enrollment	22

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	6
Male	16
Non-Binary	0
American Indian or Alaska Native	0
Asian	2
Black or African American	1
Filipino	0
Hispanic or Latino	4
Native Hawaiian or Pacific Islander	0
Two or More Races	2
Indian	4
White	9
English Learners	5
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	2
Students with Disabilities	22

- **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 2019–2020)

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	100%	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	1	100%	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	N/A	N/A	N/A	N/A
Unknown	-	-	N/A	N/A	N/A	N/A
Total Teaching Positions	3	-	N/A	N/A	N/A	N/A

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.

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

Table 7: Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA) (School Year 2019–2020)

Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

Table 8: Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA) (School Year 2019–2020)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

Table 9: Class Assignments (School Year 2019–2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

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

Creekside School Special Education Classes Taught by Highly Qualified Teachers

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

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

Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: [December 2021]

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®, Kumon®, 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.)

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Unique Learning System (2021)	Yes	0%
Mathematics	Unique Learning System (2021)	Yes	0%
Science	Unique Learning System (2021)	Yes	0%
History-Social Science	Unique Learning System (2021)	Yes	0%
Foreign Language	-	-	-
Health	Unique Learning System (2021)	Yes	-
Visual and Performing Arts	-	-	-
Science Laboratory Equipment (grades 9-12)	N/A	N/A	-

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

Table 11: 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 and alarm upgrades.

Table 12: 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: [December 2021]

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good			
Interior: Interior Surfaces	Good			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good			TCS has had the property exterminated twice so far this school year to help keep pests under control. We are also looking into a longer-term plan now that we own the property.
Electrical: Electrical	Good			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		Fair		TCS would like to upgrade these facilities once we are able.
Safety: Fire Safety, Hazardous Materials	Good			TCS received a clean fire and alarm inspection. We are also working with First Alarm to potentially 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 have a few left to repair. Any broken window has been boarded and properly secured.

Overall Facility Rate

Year and month of the most recent FIT report: [December 2021]

Table 13: 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).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for 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.
 - **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.
 - Student Outcome data is based on IEP goal attainment for the 2020-2021 school year.

**Table 14: 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 2019– 2020	School 2020– 2021	District 2019– 2020	District 2020– 2021	State 2019– 2020	State 2020– 2021
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

Note: 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.

Note: 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.

**Table 15: 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 2020–2021)**

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

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

**Table 16: 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 2020–2021)**

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

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Table 17: Local Assessment Test Results in ELA by Student Group
Assessment Name(s):
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

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

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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.

Note: In cases where the school administered only 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.

**Table 18: Local Assessment Test Results in Mathematics by Student Group Assessment Name(s):
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

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

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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.

Note: In cases where the school administered only 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.

**Table 19: 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 2019– 2020	School 2020–2021	District 2019–2020	District 2020– 2021	State 2019– 2020	State 2020– 2021
Science (grades 5, 8 and high school)	N/A	N/T	N/A	N/T	N/A	N/T

Note: 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.

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

**Table 20: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2020–2021)**

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

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Table 21: Career Technical Education Programs (School Year 2020–2021)

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 22: Career Technical Education (CTE) Participation (School Year 2020–2021)

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2019–2020 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 24: California Physical Fitness Test Results (School Year 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

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 25: Opportunities for Parental Involvement (School Year 2021–2022):

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: This is an ongoing record of progress and daily activities. These notes can be modified based on the family's interest. For example, if a family is trying to track their child's daily water intake, this information can be included in the school notes template. School Notes are completed before 8:00 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. 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). Further, home visits must include at least two leadership team staff members (certified/credentialed/licensed/specialist staff members). To make the most of this time, goals of the home visit must be established prior to the visit and notes from the home visit will be shared on the student's email group.

Parent/Staff Conferences

There will be two parent conferences throughout the year in October and April. 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 cancelled 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
- All visits must be scheduled in advance through the Principal, Executive Director 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 26: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2018– 2019	District 2019– 2020	District 2020– 2021	State 2018– 2019	State 2019– 2020	State 2020– 2021
Dropout Rate	0%	0%	0%	N/A	N/A	N/A	9.0%	8.9%	9.4%
Graduation Rate	--	--	0%	N/A	N/A	N/A	84.5%	84.2%	83.6%

Note: for cells with N/A, data was not available.

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.

**Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020–2021)**

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 28: Chronic Absenteeism by Student Group
(School Year 2020–2021)**

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

Note: for cells with N/A values, these issues do not apply to The Creekside School. TCS only serves students with disabilities with an Individualized Education Plan (IEP).

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

Rate	School 2018– 2019	School 2020– 2021	District 2018– 2019	District 2020– 2021	State 2018– 2019	State 2020– 2021
Suspensions	0%	0%	2.8%	0%	3.5%	0.2%
Expulsions	0%	0%	0%	0%	0.1%	0%

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 for School Year 2019–2020 Only**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
Suspensions	0%	0.8%	2.6%
Expulsions	0%	0%	0.1%

Note: 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.

Table 31: Suspensions and Expulsions by Student Group**(School Year 2020–2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Table 32: School Safety Plan (School Year 2021–2022)

The Creekside School's (TCS) School Safety Plan is updated yearly and was most recently updated and reviewed in July 2021. 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:

- 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 8/11/2020.
- Annual fire safety inspection and fire safety and hazardous materials clearance.
- Emergency Lockdown and Evacuation Procedures are posted in each room of the school.
- Disaster Preparedness Training and Scenario was held 8/13/2020.
- First aid kits in each room of the school.
- Fire drills are conducted monthly.
- Staff inspects each area of the school monthly using OSHA standards.
- All staff members receive CPI training and certification to safely handle student behavior challenges. The most recent CPI training was CPI Refresher, with a specific unit on non-verbal students. CPI Refresher was held on 8/11/2021.

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 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2018–2019)**

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	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 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2019–2020)**

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 35: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–2021)**

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 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2018–2019)**

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 2019–2020)**

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 38: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–2021)**

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 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)

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 40: Student Support Services Staff (School Year 2020–2021)

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	4.0

*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 41: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	100%			*
District	N/A	N/A	--	85,750
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	--	85,863
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.

Table 42: Types of Services Funded (Fiscal Year 2020–2021)

Creekside School budgets provide not only for needed supplies, but also for 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, and behavior specialist services.

Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,709	\$52,060
Mid-Range Teacher Salary	\$84,060	\$84,043
Highest Teacher Salary	\$103,129	\$107,043
Average Principal Salary (Elementary)	\$141,017	\$133,582
Average Principal Salary (Middle)	\$145,187	\$138,803
Average Principal Salary (High)	N/A	\$133,845
Superintendent Salary	\$298,043	\$240,628
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)

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 45: Professional Development

Measure	2019–2020	2020–2021	2021–2022
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	18

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application 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 Web Application. 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.

Table 1: LEA-Level 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 2020–2021)

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

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.

Table 2: LEA-Level 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 2020–2021)

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

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group

Assessment Name(s):

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

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

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.

Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s):

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

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

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.