

The Creekside School
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School
Year
California Department of Education

Address: 5629 Lean Avenue
San Jose, CA , 95123-
3620

Principal: Katie Shepard

Phone: (408) 448-2494

Grade K-12 & Secondary
Span:

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Katie Shepard

📍 Principal, The Creekside School

About Our School

(Published during the 2024-2025 School Year)

The Creekside School (TCS) is a nonprofit 501(c)(3) private, nonpublic school dedicated to students with autism spectrum disorder who face significant challenges relating to the world around them. TCS serves students in grades K -12, ages 5 to 22.

We are devoted to discovering our students' untapped potential, which is often overlooked in clinical settings due to communicative, behavior and/or sensory motor-based issues. The TCS program strives to meet our mission and goals by following The Creekside Pillars in all that we do.

The TCS program strives to meet our mission and goals by following The Creekside Pillars in all that we do.

- **Relationships - We work hard to build sincere and meaningful relationships with all of our students. It is our view that the best education and therapy outcomes can only be achieved when we have positive rapport with each other.**
- **Fun! - Education should be fun! We incorporate student interests and highly engaging activities in all that we do. Students should want to be at school and should want to participate.**
- **Regulation - All students learn important emotional, sensory and behavioral regulation strategies. Deep learning cannot occur until a student is regulated.**
- **Data Driven - Decisions about programming, goals and treatment options should be made by consulting high quality data. Our student's achievement can be maximized when we carefully observe and track their progress.**
- **Best In Class Education - We only follow evidenced based practices that have been shown to benefit people with autism through extensive research. All of our program staff are regularly trained in these practices and demonstrate a high level of competency in using the best methods.**
- **Person Centered - Our approach is person first, trauma sensitive and humanistic. We adapt programming for students based on their personal preferences, history, and assent. We avoid all techniques and methods that may be adverse to the student experience unless it is a last resort or safety emergency.**

- **Family Partnership - Families are our partners in holistically educating and caring for our students. We listen and work together with parents to meet all of the needs of the students.**

Contact

The Creekside School
5629 Lean Avenue
San Jose, CA 95123-3620

Phone: [\(408\) 448-2494](tel:4084482494)

Email: katie@creeksideschool.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	Chaidez, Ivan
Email Address	ichaidez@ogsd.net
Website	www.ogsd.net

School Contact Information (School Year 2024–25)

School Name	The Creekside School
Street	5629 Lean Avenue
City, State, Zip	San Jose, CA , 95123-3620
Phone Number	(408) 448-2494
Principal	Katie Shepard
Email Address	katie@creeksideschool.org
Website	www.creeksideschool.org
Grade Span	K-12 & Secondary
County-District-School (CDS) Code	43696250123489

School Description and Mission Statement (School Year 2024–25)

The Creekside School (TCS) is a nonprofit 501(c)(3) private, nonpublic school dedicated to students with autism spectrum disorder who face significant challenges relating to the world around them. TCS serves students in grades K -12, ages 5 to 22.

We are devoted to discovering our students' untapped potential, which is often overlooked in clinical settings due to communicative, behavior and/or sensory motor-based issues. We are pleased to be working alongside you to provide your child with the comprehensive educational and therapeutic services he or she may need.

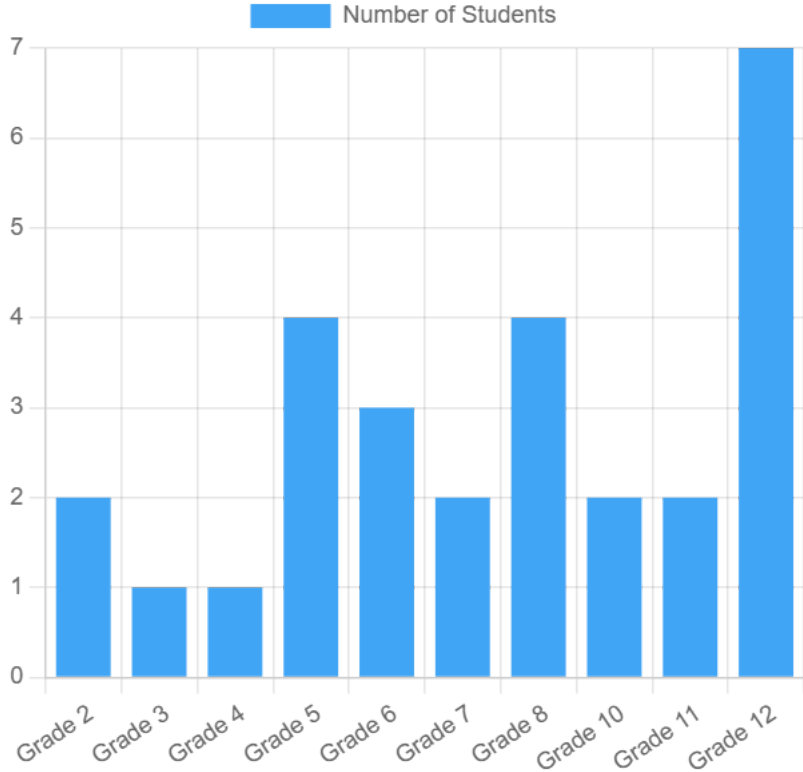
Our Mission:

To holistically enhance quality of life for individuals with profound autism and their families through empowerment, community engagement, and collaborative partnerships.

Student Enrollment by Grade Level (School Year 2023–24)

The numbers for grade 12 include (6) Adult Transition (post-secondary) students.

Grade Level	Number of Students
Grade 2	2
Grade 3	1
Grade 4	1
Grade 5	4
Grade 6	3
Grade 7	2
Grade 8	4
Grade 10	2
Grade 11	2
Grade 12	7
Total Enrollment	28



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	21.00%
Male	79.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	46.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	14.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	11.00%
White	29.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	25.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	7.00%
Students with Disabilities	100.00%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

N/A (OR BLANK) = Unable to attain this information or does not apply. Creekside is an NPS (NON PUBLIC SCHOOL).

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	67%	385.40	91.56%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1	33%	8.30	1.98%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			1.60	0.39%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			3.10	0.74%	12115.80	4.41%
Unknown/Incomplete/NA			22.40	5.32%	18854.30	6.86%
Total Teaching Positions	3	100%	420.90	100.00%	274759.10	100.00%

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.

Teacher Preparation and Placement (School Year 2021–22)

N/A (OR BLANK) = Unable to attain this information or does not apply. Creekside is an NPS (NON PUBLIC SCHOOL).

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)	6	86%	383.80	93.10%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1	14%	3.70	0.91%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			4.00	0.97%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			3.00	0.73%	11953.10	4.28%
Unknown/Incomplete/NA			17.60	4.28%	15831.90	5.67%
Total Teaching Positions	5	100%	412.30	100.00%	279044.80	100.00%

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.

Teacher Preparation and Placement (School Year 2022–23)

N/A (OR BLANK) = Unable to attain this information or does not apply. Creekside is an NPS (NON PUBLIC SCHOOL).

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)	5	100%	358.80	91.45%	231142.40	83.24%
Intern Credential Holders Properly Assigned			2.70	0.70%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			13.90	3.55%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			1.30	0.34%	11746.90	4.23%
Unknown/Incomplete/NA			15.50	3.96%	14303.80	5.15%
Total Teaching Positions	5	100%	392.30	100.00%	277698.00	100.00%

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.

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	0	0	0
Misassignments	0	0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	0	0

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	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%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

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)

Year and month in which the data were collected: August 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Unique Learning System, 2024-2025, 2024	0
Mathematics	Unique Learning System, 2024-2025, 2024	0
Science	Unique Learning System, 2024-2025, 2024	0
History-Social Science	Unique Learning System, 2024-2025, 2024	0
Foreign Language	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.	0
Health	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.	0
Visual and Performing Arts	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,	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	career preparation and vocational training is emphasized for after high school.	
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

The Creekside School (TCS) is located at 5629 Lean Avenue, San Jose, CA 95123, on the former campus of George Miner Elementary School in the Oak Grove School District. Originally opened in 1964, George Miner Elementary was modernized in 2002. In 2021, TCS acquired 6 acres from the district, which includes seven pods, an office, large outdoor spaces (including playgrounds), and a cafeteria/multi-purpose room with a kitchen. The current facility is spacious enough to accommodate the current student body and has the capacity for future growth. The school is well-maintained, safe, functional, and in good overall condition according to the Facility Inspection Tool (FIT). Planned improvements for TCS include enhanced security, upgraded alarms, restroom renovations, general facility updates, and the addition of an Adult Day Program in the summer of 2025.

Based on the most recently collected Facility Inspection Tool (FIT) data, The Creekside School (TCS) facility is in generally good condition. The school has been well-maintained, with clean, safe, and functional buildings that support the needs of the current student population. The facility is in good repair overall, with no significant issues identified that would impede its operational effectiveness. While the school is fully operational, planned improvements are underway to enhance security, upgrade alarms, renovate restrooms, and make general updates. These efforts will further ensure the school meets safety standards and accommodates future growth.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Regular maintenance & inspections are being done.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	TCS has monthly pest control, janitorial services 3 times a week and quarterly carpet cleaning.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	The restrooms are functional, though they are older and show signs of wear. We have replaced a section of underground plumbing that was damaged by tree roots. TCS plans to upgrade these facilities when resources allow, as the current restrooms are outdated in appearance.
Safety: Fire Safety, Hazardous Materials	Good	Regular maintenance and inspections are being conducted on the campus. We are also in the process of upgrading fire alarms to include flashing strobes when activated, to better accommodate individuals with hearing impairments.
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	The ground coverings beneath our playgrounds would benefit from an upgrade, but the playground equipment itself is in good condition and safe for use. Some windows are boarded up to protect against vandalism, and we plan to upgrade our gates in the upcoming year. We are also working on controlling the gopher population in the fields. Doors and fences are in good condition, and we have weekly landscaping to maintain the grounds.

Overall Facility Rate

Year and month of the most recent FIT report: August 2024

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

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

The Creekside School serves students with disabilities who have an Individualized Education Plan (IEP) and are on a certificate-of-completion track. The school does not offer core academic classes leading to a high school diploma. Instead, the focus is on building life skills, independent living, career preparation, and vocational training to support students after high school.

Due to the moderate to severe autism of most students, nearly 100% of parents opt out of student testing, and all students at Creekside have an IEP.

Note: When you see double dashes (--) or blank spaces in the table, it indicates that percentages are not calculated because the number of students tested is ten or fewer. This is either due to statistical limitations or to protect student privacy.

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	--	--	48%	46%	46%	47%
Mathematics (grades 3-8 and 11)	--	--	41%	41%	34%	35%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

The Creekside School serves students with disabilities who have an Individualized Education Plan (IEP) and are on a certificate-of-completion track. The school does not offer core academic classes leading to a high school diploma. Instead, the focus is on building life skills, independent living, career preparation, and vocational training to support students after high school.

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Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	--	--	--	--
Female	6	--	--	--	--
Male	22	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	13	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	4	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	3	--	--	--	--
White	8	--	--	--	--
English Learners	7	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	2	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	28	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

The Creekside School serves students with disabilities who have an Individualized Education Plan (IEP) and are on a certificate-of-completion track. The school does not offer core academic classes leading to a high school diploma. Instead, the focus is on building life skills, independent living, career preparation, and vocational training to support students after high school.

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Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	--	--	--	--
Female	6	--	--	--	--
Male	22	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	13	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	4	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	3	--	--	--	--
White	8	--	--	--	--
English Learners	7	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	2	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	28	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

The Creekside School serves students with disabilities who have an Individualized Education Plan (IEP) and are on a certificate-of-completion track. The school does not offer core academic classes leading to a high school diploma. Instead, the focus is on building life skills, independent living, career preparation, and vocational training to support students after high school.

Due to the moderate to severe autism of most students, nearly 100% of parents opt out of student testing, and all students at Creekside have an IEP.

Note: When you see double dashes (--) or blank spaces in the table, it indicates that percentages are not calculated because the number of students tested is ten or fewer. This is either due to statistical limitations or to protect student privacy.

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	--	--	35.97%	36.40%	30.29%	30.73%

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)**

The Creekside School serves students with disabilities who have an Individualized Education Plan (IEP) and are on a certificate-of-completion track. The school does not offer core academic classes leading to a high school diploma. Instead, the focus is on building life skills, independent living, career preparation, and vocational training to support students after high school.

Due to the moderate to severe autism of most students, nearly 100% of parents opt out of student testing, and all students at Creekside have an IEP.

Note: When you see double dashes (--) or blank spaces in the table, it indicates that percentages are not calculated because the number of students tested is ten or fewer. This is either due to statistical limitations or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	--	--	--	--
Female	6	--	--	--	--
Male	22	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	13	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	4	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	3	--	--	--	--
White	8	--	--	--	--
English Learners	7	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	2	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	28	--	--	--	--

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

Career Technical Education (CTE) Programs (School Year 2023–24)

Creekside provides vocational services that are age- and skill-appropriate, seamlessly integrated with school curricula, and tailored to the individual needs, strengths, preferences, and interests of each student. Given that Creekside students are typically at a developmental and cognitive level significantly below their grade level, instructional materials are modified and adapted to ensure accessibility to the core curriculum. These adaptations are designed to meet students where they are, offering content in a manner that aligns with their specific needs.

Due to challenges with communication, sensory processing, and cognitive processing, students require consistent instructional repetition over time to fully grasp new skills, ideas, and content. As a result, the curriculum is modified to focus on the depth of core concepts rather than the breadth of various subjects. For instance, it may take an entire academic year of weekly outings for students to independently purchase items from a shopping list at a grocery store—a vital skill aligned with their functional needs.

The Creekside School has developed thematic units that address both the core curriculum and functional skills outlined in the Special Education Administrators of County Offices (SEACO) guide. These units are designed to support the achievement of school-wide objectives as well as the individualized goals outlined in each student's IEP.

Career Technical Education (CTE) Participation (School Year 2023–24)

Creekside provides age- and skill-appropriate vocational services that are integrated with the school curriculum, tailored to each student's needs, strengths, preferences, and interests. The students at Creekside are typically at a developmental and cognitive level well below their grade level. To meet their needs and address the core curriculum, instructional materials are modified and adapted to ensure students can access content in a way that is meaningful and appropriate to them.

Because of challenges in communication, sensory processing, and cognitive processing, students at Creekside require consistent repetition over time to demonstrate mastery of new skills, ideas, and concepts. The curriculum is specifically designed to focus on the depth of core concepts, rather than the breadth of various subjects. For example, it may take an entire academic year of weekly outings for students to independently purchase items from a shopping list at a grocery store—an essential functional skill.

The Creekside School serves students with disabilities who have an Individualized Education Plan (IEP) and are on a certificate-of-completion track. Core academic classes leading to a high school diploma are not offered at Creekside. Instead, the focus is on building life skills, independent living skills, career preparation, and vocational training to support students post-graduation, though the school does not offer formal Career and Technical Education (CTE) programs.

To address both the core curriculum and the functional skills outlined in the Special Education Administrators of County Offices (SEACO) guide, Creekside has developed

thematic units that align with both school-wide goals and individualized student IEP goals.

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

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

The Creekside School serves students with disabilities who have an Individualized Education Plan (IEP) and are on a certificate-of-completion track. Core academic classes leading to a high school diploma are not offered. Instead, the focus is on building life skills, independent living, career preparation, and vocational training to support students after graduation. UC/CSU courses are not available at Creekside.

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

This section is not applicable to our students.

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
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Note: The administration of the PFT requires only participation results for these five fitness areas.

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

C. Engagement

State Priority: 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

Opportunities for Parental Involvement (School Year 2024–25)

The parent-child relationship is central to our students' lives, and The Creekside School is committed to supporting each family to the best of our ability. Parents, siblings, and other family members are the experts in their child's day-to-day experiences, and we value their input in developing individualized programs that meet both current and future needs, both inside and outside the classroom.

Building strong, collaborative relationships between family members, caregivers, and school staff is vital to the intellectual, social, and emotional development of each student. Open communication and teamwork across these environments are essential to ensuring consistency and quality in the care and support of the student.

Communication Between Home & School

Active communication between home and school is a cornerstone of The Creekside School program. Upon enrollment, an individual email group will be created for each student. This group facilitates easy and confidential communication between parents and the entire team of staff members working with the student. Key communication tools include:

- **Daily School Notes:** These are completed by 6:00 pm each school day for every student, whether present or absent, and emailed to the student's group. This serves as a daily update on the student's progress, activities, and any important notes for the family.
- **Individual Student Email Groups:** These confidential groups (members-only) are created for each student. Parents can use these groups to communicate with all staff members who work with their child, ensuring an efficient and transparent flow of information.

Home Visits

While Creekside is primarily a school-based program, we understand the value of home visits to better support students and their families. Parents can request a home visit through the Principal, though these visits are not mandatory and are dependent on staff availability. During a home visit, staff can help implement interventions that improve the student's quality of life and work with the family to build positive, supportive relationships.

- **Home Visit Details:**
 - Visits are limited to 90 minutes per quarter (every three months).

- At least two staff members must be present for the visit.
- Goals for the visit must be established beforehand, and notes will be shared with the student's email group.

Parent/Staff Conferences

Two optional parent conferences are scheduled each year, one in the fall and one in the spring. Specific time slots will be made available based on the school schedule, and parents can reserve a time on a first-come, first-served basis. A notice will be sent via email when scheduling begins, along with available time slots.

- If parents cannot attend a scheduled conference or meeting, we ask that they cancel at least 24 hours in advance. Missed sessions will not be rescheduled unless there are extenuating circumstances, such as a family emergency.

Additional Meetings and Consultation

Parents may request additional meetings or consultations at any time. If a situation arises that requires discussion with the staff outside of the scheduled conferences, meetings can be arranged through the Principal. Creekside also offers collaboration with private therapists, caregivers, and physicians involved in the student's care, as well as basic training for caregivers working with the child.

School Visits

Parents and caregivers who wish to visit the school during school hours must schedule the visit at least one week in advance and provide a clear objective for the visit. Observations are generally limited to 30-minute blocks unless a longer duration is required for specific observation purposes.

- **Visitor Requirements:** All visitors (including parents) must sign in and out at the Main Office and wear a visitor's badge for security purposes.

State Priority: Pupil Engagement

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

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

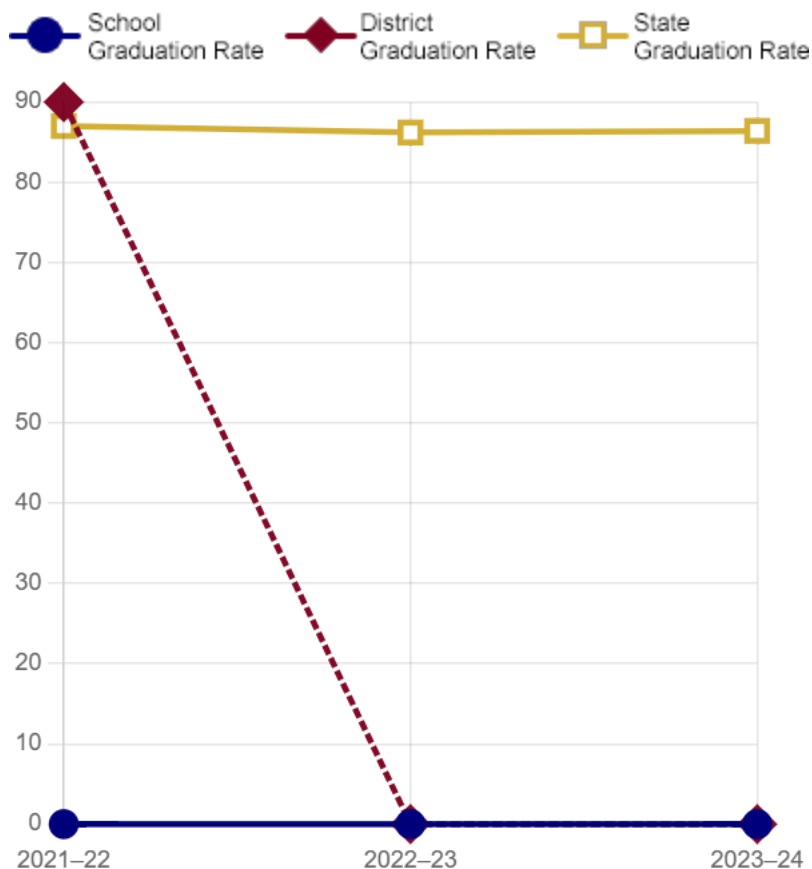
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

The Creekside School serves only students with disabilities who have an Individualized Education Plan (IEP) and are on a certificate-of-completion track. Core academic classes leading to a high school diploma are not offered. The focus is on building life skills, independent living, career preparation, and vocational training to support students after high school. Students do not graduate with a four-year degree, and they are not at risk of dropping out. However, students do participate in a ceremonial graduation upon reaching the age of 22.

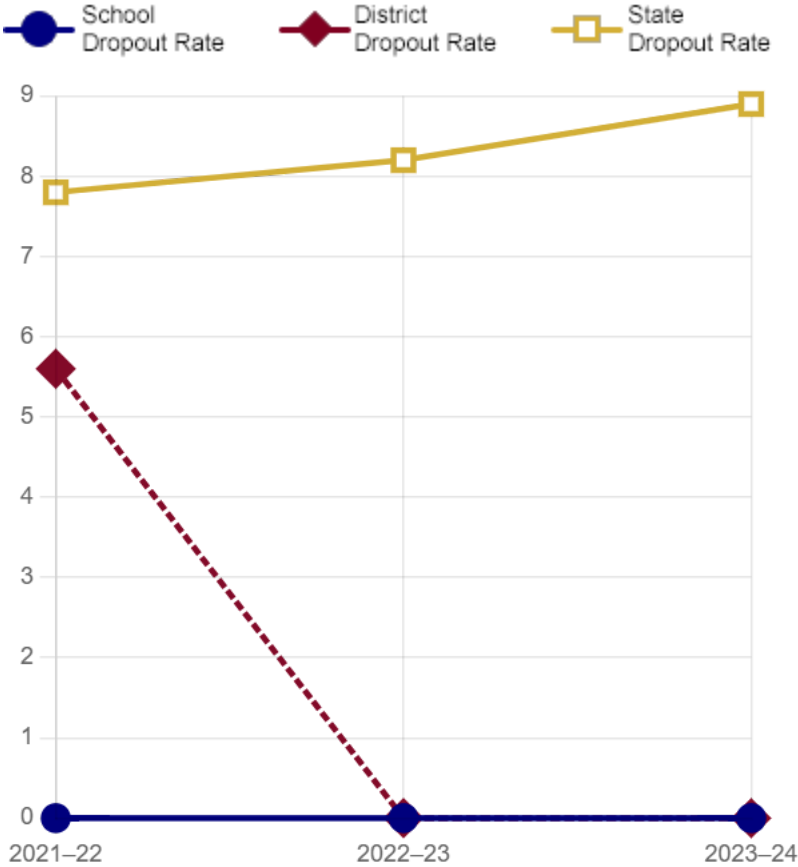
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	0%	0%	0%	90%			87%	86.2%	86.4%
Dropout Rate	0%	0%	0%	5.6%			7.8%	8.2%	8.9%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

The Creekside School serves only students with disabilities who have an Individualized Education Plan (IEP) and are on a certificate-of-completion track. Core academic classes leading to a high school diploma are not offered. The focus is on building life skills, independent living, career preparation, and vocational training to support students after high school. Students do not graduate with a four-year degree, and they are not at risk of dropping out. However, students do participate in a ceremonial graduation upon reaching the age of 22.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0%
Female	0	0	0%
Male	0	0	0%
Non-Binary	0	0	0%
American Indian or Alaska Native	0	0	0%
Asian	0	0	0%
Black or African American	0	0	0%
Filipino	0	0	0%
Hispanic or Latino	0	0	0%
Native Hawaiian or Pacific Islander	0	0	0%
Two or More Races	0	0	0%
White	0	0	0%
English Learners	0	0	0%
Foster Youth	0	0	0%
Homeless	0	0	0%
Socioeconomically Disadvantaged	0	0	0%
Students Receiving Migrant Education Services	0	0	0%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Students with Disabilities	0	0	0%

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer. Most students at TCS do not experience chronic absenteeism.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism 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	--	--	--	--

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	--	--	--	--

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Note: The Creekside School serves only students with disabilities who have an Individualized Education Plan (IEP) and are on a certificate-of-completion track. Students are suspended or expelled only in cases of severely unsafe behaviors related to their autism.

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.00%	0.00%	0.00%	2.08%	3.01%	2.78%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

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

Suspensions and Expulsions by Student Group (School Year 2023–24)

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer. The Creekside School serves only students with disabilities who have an Individualized Education Plan (IEP) and are on a certificate-of-completion track. Students are suspended or expelled only in cases of severely unsafe behaviors related to their autism.

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

School Safety Plan (School Year 2024–25)

The Creekside School's (TCS) School Safety Plan is updated annually, with the most recent review occurring in August 2024. The school-wide safety plan includes several key components that are reviewed or retrained throughout the school year, including but not limited to:

- **First Aid/CPR/AED Training:** Conducted every other year, with certifications valid for two years. The most recent training was held on 8/19/2024.
- **Annual Fire Safety Inspection:** Fire safety and hazardous materials clearance are conducted yearly.
- **Emergency Lockdown and Evacuation Procedures:** Clearly posted in each room.
- **Disaster Preparedness Training:** Includes scenario-based drills.
- **First Aid Kits:** Available in every room.
- **Fire Drills:** Conducted monthly.
- **Safety Inspections:** Staff inspects each area of the school monthly using OSHA standards.
- **Safety Care Training:** All staff members receive training from QBS on how to safely manage student behavior challenges.

Each year, staff undergoes education, training, and drills based on the National Emergency Management System. This includes fire drills, earthquake evacuation procedures, first aid practices, communicable disease action plans, familiarization with emergency evacuation maps, lockdowns, and Code Adam protocols. The school has a Safety Committee that meets monthly to address safety concerns, ensure the availability of first aid kits and emergency backpacks, and update emergency flip charts, which are kept in all rooms. To further enhance safety, free masks and gloves are provided to staff and students as needed.

TCS offers a functional skills program in an individualized educational and therapeutic environment for students in grades K-12 and post-secondary. The program is specifically designed for students with moderate to severe autism and focuses on both academic and life skills development. The student-to-staff ratio is typically 2:1, with some students receiving 1:1 support as needed.

Providing a safe environment is a top priority at The Creekside School. Our community is committed to creating a secure setting where students can focus on learning and development in an environment free from violence and fear. TCS believes that a safe, threat-free environment is essential for fostering positive learning experiences and healthy growth.

D. Other SARC information

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

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

Creekside's classrooms are multi grades and ages.

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**	6.00	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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Creekside's classrooms are multi grades and ages.

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**	6.00	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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Creekside's classrooms are multi grades and ages.

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**	6.00	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.

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

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.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6.00	3	0	0
Mathematics	6.00	3	0	0
Science	6.00	3	0	0
Social Science	6.00	3	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

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.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6.00	3	0	0
Mathematics	6.00	3	0	0
Science	6.00	3	0	0
Social Science	6.00	3	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

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.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6.00	2	0	0
Mathematics	6.00	2	0	0
Science	6.00	2	0	0
Social Science	6.00	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.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

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, as core academic classes leading to a high school diploma are not offered. As such, an academic advisor is not required.

Title	Ratio
Pupils to Academic Counselor*	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.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	2.00
Resource Specialist (non-teaching)	
Other**	4.50

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Due to a small sample size, Creekside is unable to publish this information.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$96065.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$96325.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

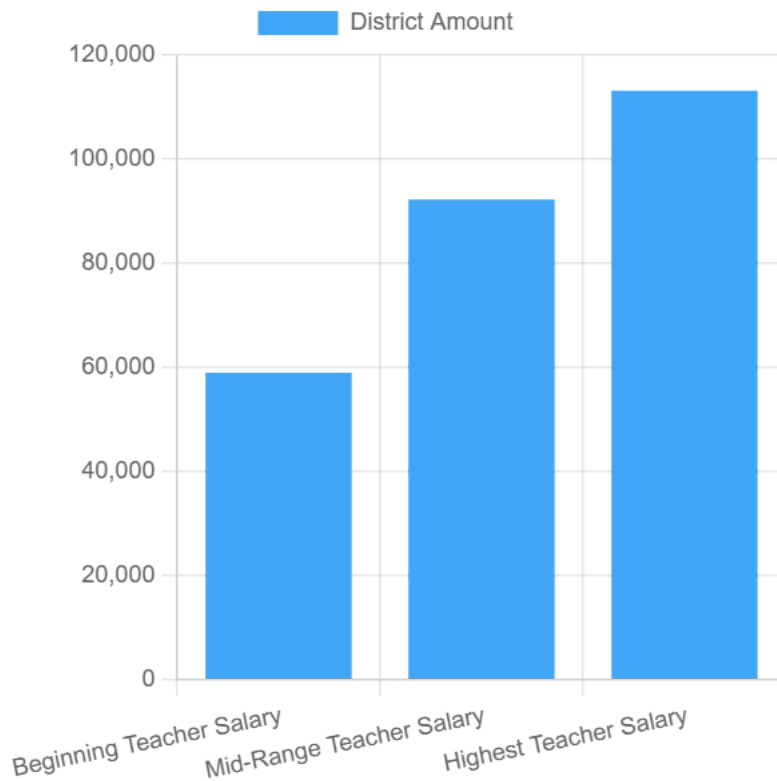
Types of Services Funded (Fiscal Year 2023–24)

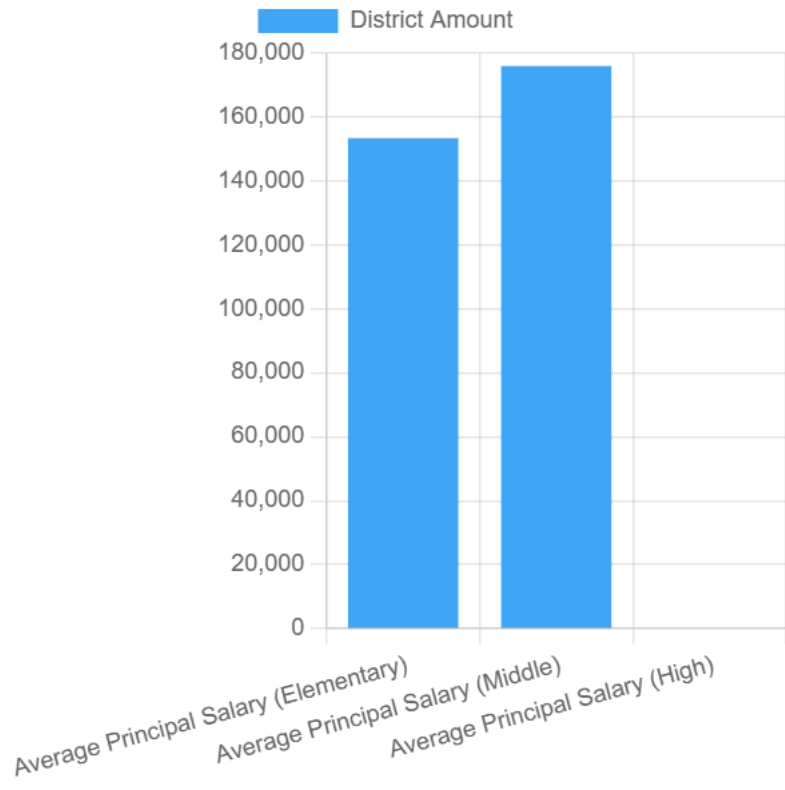
The Creekside School budget includes, but is not limited to, funding for school and program supplies, professional development, data analysis, and student instruction planning. The budget also covers a range of services and resources, including speech and language therapy, occupational therapy, art and mental health therapy, music therapy, vocational coordination, behavior specialist services, and a BCBA. Additionally, it supports staff training, community service programs, cooking supplies, student meals (breakfast, lunch, and snacks), student outings and field trips, facility maintenance, and emergency systems.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58930.00	\$58552.87
Mid-Range Teacher Salary	\$92230.00	\$93923.91
Highest Teacher Salary	\$113153.00	\$119489.34
Average Principal Salary (Elementary)	\$153409.00	\$149898.11
Average Principal Salary (Middle)	\$175956.00	\$157110.85
Average Principal Salary (High)	\$0.00	\$151698.00
Superintendent Salary	\$317729.00	\$270431.60
Percent of Budget for Teacher Salaries	31.06%	31.93%
Percent of Budget for Administrative Salaries	4.73%	5.62%

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





Advanced Placement (AP) Courses (School Year 2023–24)

The Creekside School serves only students with moderate to severe autism who have an Individualized Education Plan (IEP) and are on a certificate-of-completion track. Core academic classes leading to a high school diploma are not offered. Instead, the focus is on building life skills, independent living, career preparation, and vocational training to support students after high school. Advanced Placement (AP) classes are not offered, so this section does not apply.

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

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

Professional Development

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14