The Creekside School
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address:	5629 Lean Avenue San Jose, CA , 95123-3620	**Principal:**	Katie Shepard
Phone:	(408) 448-2494	**Grade Span:**	K-12 & Post Secondary

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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 2025-2026 School Year)

The Creekside School (TCS) is a nonprofit 501(c)(3) private, nonpublic school dedicated to serving students with autism spectrum disorder who experience significant challenges navigating the world around them. TCS supports students in grades K–12, plus post-secondary, ages 5 to 22.

We are devoted to discovering and developing our students' untapped potential—potential that is often overlooked in traditional clinical settings due to communication, behavioral, and/or sensory-motor differences. Our program is grounded in The Creekside Pillars, which guide all aspects of our educational and therapeutic approach.

Relationships
We prioritize building sincere, meaningful relationships with every student. We believe the most effective educational and therapeutic outcomes are achieved through strong, positive rapport.

Fun!
Education should be engaging and enjoyable. We intentionally incorporate student interests and highly motivating activities so students want to be at school and actively participate in their learning.

Regulation
Students are taught essential emotional, sensory, and behavioral regulation strategies. We recognize that deep and meaningful learning cannot occur until a student is regulated.

Data-Driven
Programming, goals, and treatment decisions are guided by high-quality data. By carefully observing and tracking progress, we maximize each student's potential for growth and achievement.

Best-in-Class Education
We exclusively use evidence-based practices proven through extensive research to benefit individuals with autism. Our staff receive ongoing training and demonstrate a high level of competency in implementing these best practices.

Person-Centered
Our approach is person-first, trauma-sensitive, and humanistic. We tailor programming to each student's preferences, history, and assent, avoiding practices that could negatively impact the student experience except in cases of safety or last-resort necessity.

Family Partnership
Families are essential partners in the holistic education and care of our students. We collaborate closely with parents, listening and working together to support the full range of each student's needs.

Contact

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

Phone: (408) 448-2494
Email: katie@creeksideschool.org

Contact Information (School Year 2025–26)

Although district information is included below, Creekside operates as a private school within the geographic boundaries of the Oak Grove School District and the East Side Union High SchoolDistrict, and is not affiliated with or governed by the district.

District Contact Information (School Year 2025–26)

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 2025–26)

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	http://www.creeksideschool.org
Grade Span	K-12 & Post Secondary
County-District-School (CDS) Code	43696250123489

School Description and Mission Statement (School Year 2025–26)

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

We are committed to identifying and nurturing each student's untapped potential—potential that is often overlooked in traditional clinical settings due to communication, behavioral, and/or sensory motor–based challenges. Through an individualized, compassionate, and data-informed approach, we provide comprehensive educational and therapeutic services tailored to meet the unique needs of every student.

We are honored to partner with families and work alongside you to support your child's growth, learning, and overall well-being.

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 2024–25)

The Grade 12 enrollment count includes both traditional Grade 12 students and post-secondary students.

Grade Level	Number of Students
Grade 1	1
Grade 3	1
Grade 4	2
Grade 5	1
Grade 6	2
Grade 7	4
Grade 8	3
Grade 9	3
Grade 10	5
Grade 12	7
Total Enrollment	29
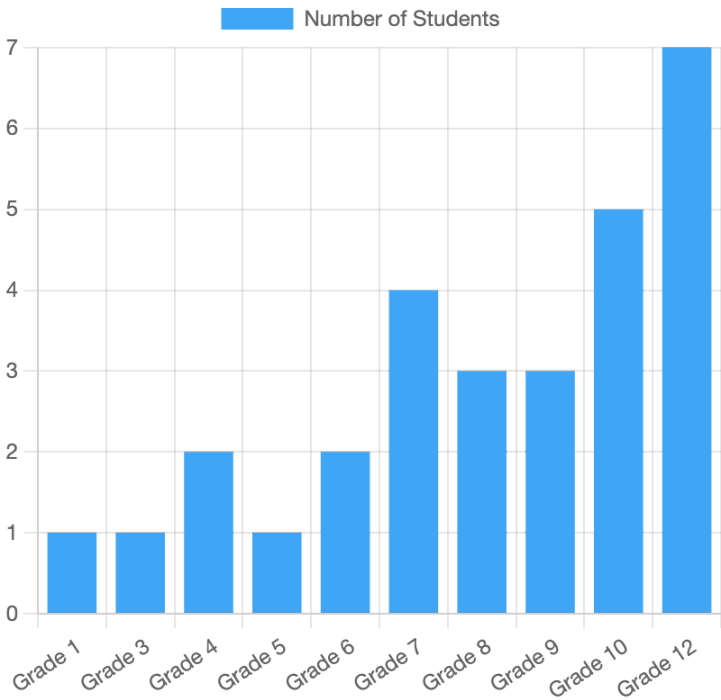
Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	79.00%
Male	21.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	41.00%
Black or African American	0.00%
Filipino	3.00%
Hispanic or Latino	17.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	7.00%
White	31.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	37.90%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	6.90%
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 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	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)

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.

Teacher Preparation and Placement (School Year 2023–24)

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%	349.60	88.09%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1	14%	1.80	0.46%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			18.10	4.58%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			1.00	0.25%	12112.80	4.34%
Unknown/Incomplete/NA			26.20	6.62%	13705.80	4.91%
Total Teaching Positions	5	100%	396.90	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 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	2021–22 Number	2022–23 Number	2023–24 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	2021–22 Percent	2022–23 Percent	2023–24 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 2025–26)

Academics:

The Creekside School provides a balanced instructional program that integrates academics with essential life skills to support improved quality of life in adulthood. Functional and traditional academic instruction is embedded throughout the school day and aligned with each student's individual needs and Individualized Education Program (IEP) goals.

Instruction is intentionally designed to avoid teaching skills in isolation. Instead, academic and functional skills are taught across multiple settings and activities to promote understanding, application, and generalization of learning.

Thematic units from state-adopted curriculum:

The Creekside School uses *Unique Learning System*, a state-adopted curriculum, to embed state standards into a highly modified and adapted instructional framework that is meaningful and accessible for our students. Thematic units are either science-based or social studies–based and provide a consistent instructional focus across the week.

Students participate in two academic groups aligned to each thematic unit. One group addresses the theme through language arts instruction using individualized, pre-primer readers modified to meet each student's language and processing needs. Language arts activities may include word work, phonemic awareness and decoding, reading and listening comprehension, handwriting, and expressive writing.

The second academic group reinforces the thematic content through experiential, hands-on learning activities that support engagement and deeper understanding.

Formal curricula are available and implemented as appropriate or modified during one-to-one instruction. These may include 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.

Thematic units and activities are developed using these curricula, the standards-based functional skills curriculum guide created by the Special Education Administrators of County Offices (SEACO), the Common Core State Standards (CCSS), input from families, and guidance from TCS leadership and curriculum development teams.

Individualized academic IEP goals

Individualized academic IEP goals are addressed through dedicated one-to-one academic sessions and by embedding academic instruction throughout daily activities. Instruction is tailored to each student's strengths, needs, and learning style to support meaningful progress and skill generalization.

Schoolwide Rotations

All students participate in a variety of schoolwide rotations and extracurriculars designed to support academic, functional, and social development. These rotations may include:

- Visual Arts (product-focused and process-oriented activities)
- Physical Education (independent and team-based sports and fitness)
- Cooking (following recipes and developing food preparation and fine motor skills)
- Thematic-Based Activities (science or social studies enrichment)
- Leisure Skills (independent and group-based activities)
- Individualized Goal Work aligned with each student's program

Year and month in which the data were collected: August 2025

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, 2025-2026	0
Mathematics	Unique Learning System, 2025-2026	0
Science	Unique Learning System, 2025-2026	0
History-Social Science	Unique Learning System, 2025-2026	0
Foreign Language	**N/A** – The Creekside School serves students with disabilities who have an Individualized Education Program (IEP) and are on a certificate-of-completion track. Core academic courses leading to a high school diploma are not offered. Instead, the program emphasizes life skills development, independent living, career preparation, and vocational training to support students' transition beyond high school.	0
Health	**N/A** – The Creekside School serves students with disabilities who have an Individualized Education Program (IEP) and are on a certificate-of-completion track. Core academic courses leading to a high school diploma are not offered. Instead, the program emphasizes life skills development, independent living, career preparation, and vocational training to support students' transition beyond high school.	0
Visual and Performing Arts	**N/A** – The Creekside School serves students with disabilities who have an Individualized Education Program (IEP) and are on a certificate-of-completion track. Core academic courses leading to a high school diploma are not offered. Instead, the program emphasizes life skills development, independent living, career preparation, and vocational training to support students' transition beyond high school.	0
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, within the geographic boundaries of the Oak Grove School District and the East Side Union High School District. Originally opened in 1964, the George Miner Elementary campus was modernized in 2002.

In 2021, TCS acquired six acres from the OGSD district, including seven classroom pods, administrative office space, expansive outdoor areas with playgrounds, and a cafeteria/multi-purpose room with a kitchen. The facility is spacious enough to support the current student population and has the capacity for future growth. According to the Facility Inspection Tool (FIT), the campus is well maintained, safe, functional, and in good overall condition.

Based on the most recently completed Facility Inspection Tool (FIT), conducted in August 2025, The Creekside School (TCS) facility is in good overall 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 operational effectiveness.

The campus provides adequate instructional space for high-quality special education teaching and learning. All classrooms are appropriately sized and equipped to support effective instruction and communication, including SMART Boards and other 21st-century instructional technology. The school also maintains a strong technology infrastructure. Lighting throughout the campus is adequate for instruction, and the HVAC system provides appropriate heating, cooling, and ventilation. The fire alarm system is currently in good working condition, with plans for future upgrades.

The campus grounds feature large open lawns, trees, and landscaped areas that contribute to a safe and pleasant learning environment. Athletic and recreational areas are maintained and support some physical fitness and extracurricular activities. For safety and security, the campus is well lit at night with under-eave lighting. In 2025, security cameras were installed, new and safer gates were added to the inner circle area of the campus, windows began a phased replacement following vandalism, and new sod was installed in the front of the school.

Routine maintenance supports facility conditions, including monthly pest control services, janitorial services three times per week, quarterly carpet cleaning, and quarterly deep restroom cleaning.

While the school is fully operational, planned improvements are underway to upgrade fire alarms, renovate restrooms, install new front fencing, and complete general facility updates. Looking ahead to 2026, the school plans a small renovation to the K-Pod to better serve adult learners, including upgrading countertops from kindergarten-height to adult-height and renovating the restroom to accommodate adult use. These improvements will support the launch of the Creekside Adult Day Program (CAP) in fall 2026.

Overall, The Creekside School remains a clean, safe, functional, and well-maintained learning environment that continues to evolve to meet the needs of its students and community.

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 2025

System Inspected	Rating	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 monthly pest control, janitorial services 3 times a week and quarterly carpet cleaning and a quarterly deep clean of the restrooms.
Electrical: Electrical	Good	Clean-up and streamline needed for electrical cords, computers and such.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	TCS has janitorial services three times a week and a quarterly deep clean of the restrooms. The restrooms are functional, though they are older and show signs of wear. We are hoping to renovate our student restrooms.
Safety: Fire Safety, Hazardous Materials	Good	We are in process of trying to upgrade our fire alarm system. In 2025, Creekside installed security cameras throughout our campus.
Structural: Structural Damage, Roofs	Good	One wall in the MPR will need to be sanded and painted.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The playground structures are older, and the ground coverings beneath them would benefit from an upgrade; however, the equipment itself is in good condition and safe for student use. Some windows were previously boarded due to vandalism, and the school has begun a phased replacement process to restore these windows and remove the boards. In 2025, two large gates leading to the inner circle of the campus were replaced. Additional front-entry fences and gates are scheduled to be installed in February to support the opening of the Adult Day Program. New sod was also installed on two front lawns, along with an underlying metal mesh barrier to deter ground squirrels and reduce potential safety hazards. Looking ahead to 2026, the school plans a small renovation to the K-Pod to better serve adult learners. Planned improvements include upgrading countertops from

System Inspected	Rating	Repair Needed and Action Taken or Planned
		kindergarten-height to adult-height and renovating the restroom to accommodate adult use.

Overall Facility Rate

Year and month of the most recent FIT report: August 2025

Overall Rating	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 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 Program (IEP) and are on a certificate-of-completion track. Core academic courses leading to a high school diploma are not offered. Instead, the program emphasizes life skills development, independent living, career preparation, and vocational training to support students' transition beyond high school.

Due to the moderate to severe autism profiles of many students, a significant number of families choose to opt out of student testing, resulting in a smaller assessment sample size.

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	--	--	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	--	--	41%	43%	35%	37%

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 2024–25)

The Creekside School serves students with disabilities who have an Individualized Education Program (IEP) and are on a certificate-of-completion track. Core academic courses leading to a high school diploma are not offered. Instead, the program emphasizes life skills development, independent living, career preparation, and vocational training to support students' transition beyond high school.

Due to the moderate to severe autism profiles of many students, a significant number of families choose to opt out of student testing, resulting in a smaller assessment sample size.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	27	--	--	--	--
Female	5	--	--	--	--
Male	22	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	11	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	5	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	2	--	--	--	--
White	9	--	--	--	--
English Learners	8	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	27	--	--	--	--

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 2024–25)

The Creekside School serves students with disabilities who have an Individualized Education Program (IEP) and are on a certificate-of-completion track. Core academic courses leading to a high school diploma are not offered. Instead, the program emphasizes life skills development, independent living, career preparation, and vocational training to support students' transition beyond high school.

Due to the moderate to severe autism profiles of many students, a significant number of families choose to opt out of student testing, resulting in a smaller assessment sample size.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	27	--	--	--	--
Female	5	--	--	--	--
Male	22	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	11	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	5	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	2	--	--	--	--
White	9	--	--	--	--
English Learners	8	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	0	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	27	--	--	--	--

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 Program (IEP) and are on a certificate-of-completion track. Core academic courses leading to a high school diploma are not offered. Instead, the program emphasizes life skills development, independent living, career preparation, and vocational training to support students' transition beyond high school.

Due to the moderate to severe autism profiles of many students, a significant number of families choose to opt out of student testing, resulting in a smaller assessment sample size.

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	--	--	36.40%	35.78%	30.73%	32.52%

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 2024–25)

The Creekside School serves students with disabilities who have an Individualized Education Program (IEP) and are on a certificate-of-completion track. Core academic courses leading to a high school diploma are not offered. Instead, the program emphasizes life skills development, independent living, career preparation, and vocational training to support students' transition beyond high school.

Due to the moderate to severe autism profiles of many students, a significant number of families choose to opt out of student testing, resulting in a smaller assessment sample size.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	27	--	--	--	--
Female	5	--	--	--	--
Male	22	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	11	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	5	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	2	--	--	--	--
White	9	--	--	--	--
English Learners	8	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	27	--	--	--	--

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 2024–25)

Creekside provides vocational services that are age- and skill-appropriate, seamlessly integrated with the school curriculum, and tailored to each student's individual needs, strengths, preferences, and interests. Because Creekside students typically function at developmental and cognitive levels significantly below their chronological grade level, instructional materials are carefully modified and adapted to ensure meaningful access to the core curriculum.

These adaptations are designed to meet students where they are and present content in ways that align with their learning profiles. Due to challenges related to communication, sensory processing, and cognitive processing, students require consistent repetition and extended instructional time to fully acquire new skills, concepts, and information. As a result, the curriculum prioritizes depth of understanding over breadth of content.

For example, students may require an entire academic year of weekly community-based instruction to independently purchase items from a shopping list at a grocery store—an essential functional life skill. To support this approach, The Creekside School has developed thematic units that integrate core curriculum content with functional skills identified in the Special Education Administrators of County Offices (SEACO) guide. These units are intentionally designed to support both schoolwide objectives and the individualized goals outlined in each student's Individualized Education Program (IEP).

> Creekside provides age and skill-appropriate vocational services that are integrated into the school curriculum and tailored to each student's individual needs, strengths, preferences, and interests. Students at Creekside typically function at developmental and cognitive levels significantly below their chronological grade level. To ensure meaningful access to the core curriculum, instructional materials are modified and adapted to align with students' learning profiles and functional abilities.
>
> Due to challenges related to communication, sensory processing, and cognitive processing, students require consistent repetition and extended instructional time to demonstrate mastery of new skills, concepts, and ideas. Accordingly, the curriculum emphasizes depth of understanding over breadth of subject coverage. For example, students may require an entire academic year of weekly community-based instruction to independently purchase items from a shopping list at a grocery store—an essential functional life skill.
>
> The Creekside School serves students with disabilities who have an Individualized Education Program (IEP) and are on a certificate-of-completion track. Core academic courses leading to a high school diploma are not offered. Instead, the program prioritizes life skills development, independent living skills, career preparation, and vocational training to support students beyond graduation. While Creekside does not offer formal Career Technical Education (CTE) programs, vocational instruction is embedded throughout the curriculum.
>
> To address both core academic content and functional skills outlined in the Special Education Administrators of County Offices (SEACO) guide, Creekside has developed thematic units that align with schoolwide objectives and individualized student IEP goals.

Career Technical Education (CTE) Participation (School Year 2024–25)

Creekside provides age- and skill-appropriate vocational services that are integrated into the school curriculum and tailored to each student's individual needs, strengths, preferences, and interests. Students at Creekside typically function at developmental and cognitive levels significantly below their chronological grade level. To ensure meaningful access to the core curriculum, instructional materials are modified and adapted to align with students' learning profiles and functional abilities.

Due to challenges related to communication, sensory processing, and cognitive processing, students require consistent repetition and extended instructional time to demonstrate mastery of new skills, concepts, and ideas. Accordingly, the curriculum emphasizes depth of understanding over breadth of subject coverage. For example, students may require an entire academic year of weekly community-based instruction to independently purchase items from a shopping list at a grocery store—an essential functional life skill.

The Creekside School serves students with disabilities who have an Individualized Education Program (IEP) and are on a certificate-of-completion track. Core academic courses leading to a high school diploma are not offered. Instead, the program prioritizes life skills development, independent living skills, career preparation,

and vocational training to support students beyond graduation. While Creekside does not offer formal Career Technical Education (CTE) programs, vocational instruction is embedded throughout the curriculum.

To address both core academic content and functional skills outlined in the Special Education Administrators of County Offices (SEACO) guide, Creekside has developed thematic units that align with schoolwide objectives 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 Program (IEP) and are on a certificate-of-completion track.

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2023–24 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 2024–25)
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

Note: The admistration 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 2025–26)

Family Support

The parent–child relationship is the most important relationship in our students' lives, and The Creekside School is committed to supporting families as fully as possible. Parents, siblings, and other family members know their child best and have invaluable insight into the student's daily experiences, strengths, and needs. As professionals, we rely on family input to develop individualized programs that are appropriate, effective, and responsive to each student's current and future needs—both in and outside of the classroom.

Building strong, healthy relationships across home, school, and community environments is essential to each student's intellectual, social, and emotional development. Consistent communication and collaboration among families, caregivers, and school staff ensure continuity of care and support student success.

Communication Between Home & School

Active communication and partnership between home and school are vital components of The Creekside School program. Upon enrollment, an individual student email group will be created for each student. The school uses ParentSquare for most communications but also has multiple tools to maintain ongoing communication between families and staff, including:

Daily School Notes through ParentSquare

Daily School Notes are completed for every student—whether present or absent—and are sent by 6:00 p.m. each school day.

Individual Student Email Groups

Daily School Notes are emailed to the student's individual email group. This confidential, members-only group allows parents to communicate easily with the entire program team (i.e., all staff members who work with their child). Each group is managed by TCS and named using the student's initials. All staff members who support the student are included in the group.

Home Visits

While The Creekside School is a school-based program, we recognize the value of home visits in gaining a deeper understanding of the student and providing additional family support. Parents may request a home visit through the Principal. Home visits are optional and offered based on staff availability.

During home visits, staff may collaborate with families to provide guidance and support in implementing strategies that enhance the student's quality of life. Relationship-building among family members is also a key focus. Due to staffing considerations, home visits are limited to 90 minutes per quarter (every three months) and must include at least two staff members. Goals for the visit must be established in advance, and a summary of the visit will be shared via the student's email group.

Parent/Staff Conferences

Two optional Parent/Staff Conference weeks are offered annually, typically in the fall and spring. Conference time slots vary based on the school schedule and are reserved on a first-come, first-served

basis. Families will receive advance notification via email when scheduling opens, along with available time slots.

If a parent is unable to attend a scheduled conference, meeting, or observation, The Creekside School requests that cancellations be made at least 24 hours in advance. Missed sessions are not rescheduled except in extenuating circumstances, such as a family emergency.

Additional Meetings and Consultation

Parents or staff may request additional meetings at any time. Meetings outside of scheduled conference periods may be arranged through the Principal as needed. Additional collaboration and consultation are available upon request for families and professionals working with the student, including private therapists, caregivers, and physicians. Basic training for caregivers may also be provided as appropriate.

School Visits

Parents and caregivers who wish to schedule a school visit, meeting, or observation during school hours must submit a request at least one week in advance and provide a clear objective for the visit. Observations are typically scheduled in 30-minute blocks unless a longer period is required for a specific purpose.

For security purposes, all visitors—including parents—must sign in and out at the Main Office and wear a visitor badge at all times while on campus.

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)

Although district information is requested below, Creekside operates as a private school within the geographic boundaries of the Oak Grove School District and the East Side Union High School District and is not part of either district's system.
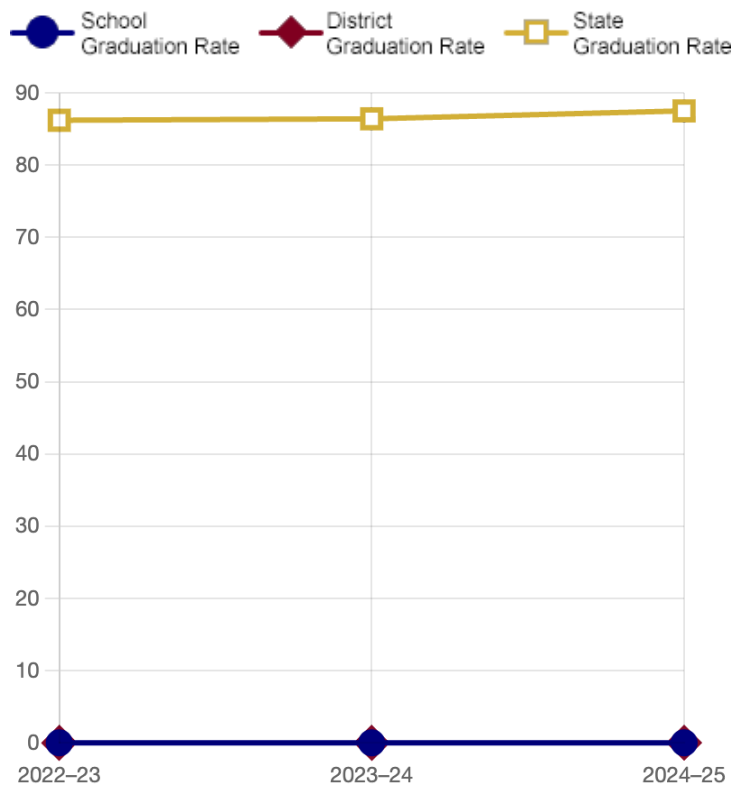
The Creekside School serves only students with disabilities who have an Individualized Education Program (IEP) and are on a certificate-of-completion track. Core academic courses leading to a high school diploma are not offered. Instead, the program emphasizes life skills development, independent living, career preparation, and vocational training to support students beyond high school.

Students do not earn a traditional four-year high school diploma and are not at risk of dropping out. Students participate in a ceremonial graduation upon completion of their senior year or upon aging out of the program at age 22, at which time they receive a certificate of completion.

Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	--	--	--				86.2%	86.4%	87.5%
Dropout Rate	0%	0%	0%				8.2%	8.9%	8.0%

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

Legend:
- School Dropout Rate
- District Dropout Rate
- State Dropout Rate

	2022–23	2023–24	2024–25
State Dropout Rate	8.2	8.9	8.0
School Dropout Rate	0	0	0
District Dropout Rate	0	0	0

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Although district information is requested below, Creekside operates as a private school within the geographic boundaries of the Oak Grove School District and the East Side Union High School District and is not part of either district's system.

The Creekside School serves only students with disabilities who have an Individualized Education Program (IEP) and are on a certificate-of-completion track. Core academic courses leading to a high school diploma are not offered. Instead, the program emphasizes life skills development, independent living, career preparation, and vocational training to support students beyond high school.

Students do not earn a traditional four-year high school diploma and are not at risk of dropping out. Students participate in a ceremonial graduation upon completion of their senior year or upon aging out of the program at age 22, at which time they receive a certificate of completion.
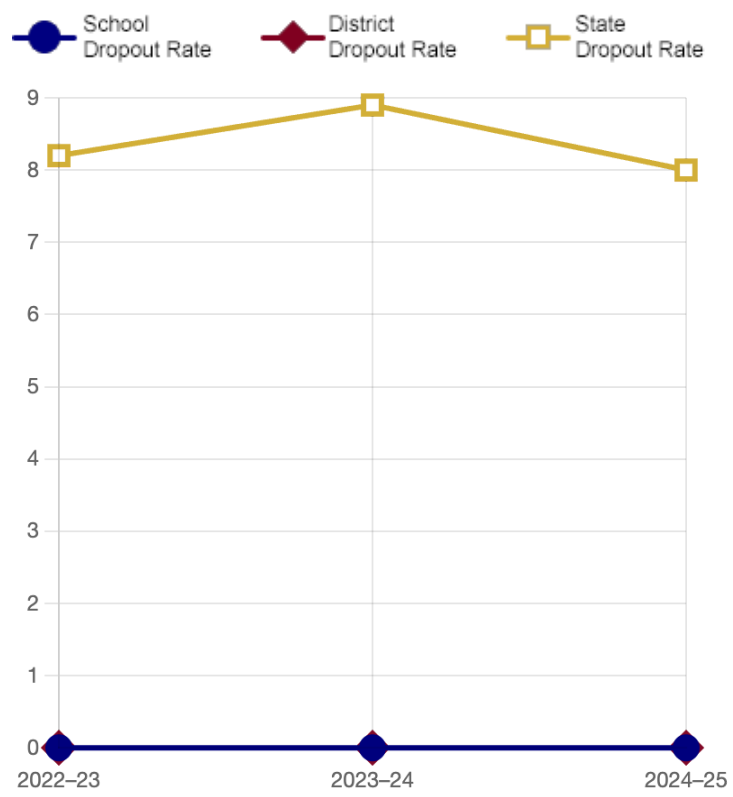
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	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 2024–25)

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	--	--	--	--
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

The Creekside School serves only students with disabilities who have an Individualized Education Program (IEP) and are on a certificate-of-completion track. Disciplinary actions such as suspension or expulsion are considered only in rare instances of severe, unsafe behavior directly related to a student's disability.

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.00%	0.00%	0.00%	3.01%	2.78%	2.06%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.08%	0.07%	0.06%

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 2024–25)

The Creekside School serves only students with disabilities who have an Individualized Education Program (IEP) and are on a certificate-of-completion track. Disciplinary actions such as suspension or expulsion are considered only in rare instances of severe, unsafe behavior directly related to a student's disability.

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

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 2025–26)

The Creekside School's (TCS) School Safety Plan is reviewed and updated annually, with the most recent update completed in August 2025. The comprehensive, schoolwide safety plan includes multiple components that are reviewed, reinforced, and retrained throughout the school year, including but not limited to the following:

- **First Aid/CPR/AED Training:** Conducted biennially, with certifications valid for two years. The most recent training was held on August 19, 2024.

- **Annual Fire Safety Inspection:** Fire safety inspections and hazardous materials clearance are conducted annually.

- **Emergency Lockdown and Evacuation Procedures:** Clearly posted in every classroom and instructional space.

- **Disaster Preparedness Training:** Includes regular, scenario-based emergency drills.

- **First Aid Kits:** Maintained and available in every room.

- **Fire Drills:** Conducted monthly in accordance with safety requirements.

- **Safety Inspections:** Staff conduct monthly inspections of all campus areas using OSHA standards.

- **Safety-Care Training:** All staff receive training through QBS to safely and appropriately manage student behavioral challenges.

Each year, staff participate in ongoing education, training, and drills aligned with the National Emergency Management System (NIMS). These activities include fire drills, earthquake evacuation procedures, first aid practices, communicable disease response protocols, review of emergency evacuation maps, lockdown procedures, and Code Adam protocols.

The school's Safety Committee meets monthly to address safety concerns, verify the availability and readiness of first aid kits and emergency backpacks, and update emergency flip charts, which are maintained in all rooms. To further support health and safety, masks and gloves are available to staff and students as needed.

The Creekside School offers a functional skills–based educational and therapeutic program for students in grades K–12 and post-secondary. The program is designed to serve students with moderate to severe autism and emphasizes both academic and life skills development. The typical student-to-staff ratio is 2:1, with individualized 1:1 support provided when necessary.

Providing a safe environment is a top priority at The Creekside School. Our community is committed to maintaining a secure, supportive 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 to 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 2022–23)

All classrooms at Creekside are multi-grade and multi-age.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
4				
5				
6				
Other**	6.00	3	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)

All classrooms at Creekside are multi-grade and multi-age.

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	3	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 2024–25)

All classrooms at Creekside are multi-grade and multi-age.

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	3	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 2022–23)

All classrooms at The Creekside School are multi-grade, multi-age instructional settings, each serving no more than six students. The class numbers listed below are reported as zero, as Creekside does not offer stand-alone English, math, or science classes. Instead, these subject areas are embedded within the curriculum as part of a comprehensive program designed to serve students with moderate to severe autism, emphasizing both academic and life skills development.

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

All classrooms at The Creekside School are multi-grade, multi-age instructional settings, each serving no more than six students. The class numbers listed below are reported as zero, as Creekside does not offer stand-alone English, math, or science classes. Instead, these subject areas are embedded within the curriculum as part of a comprehensive program designed to serve students with moderate to severe autism, emphasizing both academic and life skills development.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6.00	0	0	0
Mathematics	6.00	0	0	0
Science	6.00	0	0	0
Social Science	6.00	0	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 2024–25)

All classrooms at The Creekside School are multi-grade, multi-age instructional settings, each serving no more than six students. The class numbers listed below are reported as zero, as Creekside does not offer stand-alone English, math, or science classes. Instead, these subject areas are embedded within the curriculum as part of a comprehensive program designed to serve students with moderate to severe autism, emphasizing both academic and life skills development.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6.00	0	0	0
Mathematics	6.00	0	0	0
Science	6.00	0	0	0
Social Science	6.00	0	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 2024–25)

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 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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 2023–24)

Due to the school's small enrollment and limited number of classrooms, this information is not reported.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$0.00	$0.00	$0.00	$0.00
District	N/A	N/A	--	$99700.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$11146.18	$101700.00
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 2024–25)

This section provides information about the programs and services available at Creekside to support and assist students. Funding supports, but is not limited to, the following areas:

- School and program supplies

- Professional development and staff training

- Data collection, analysis, and instructional planning

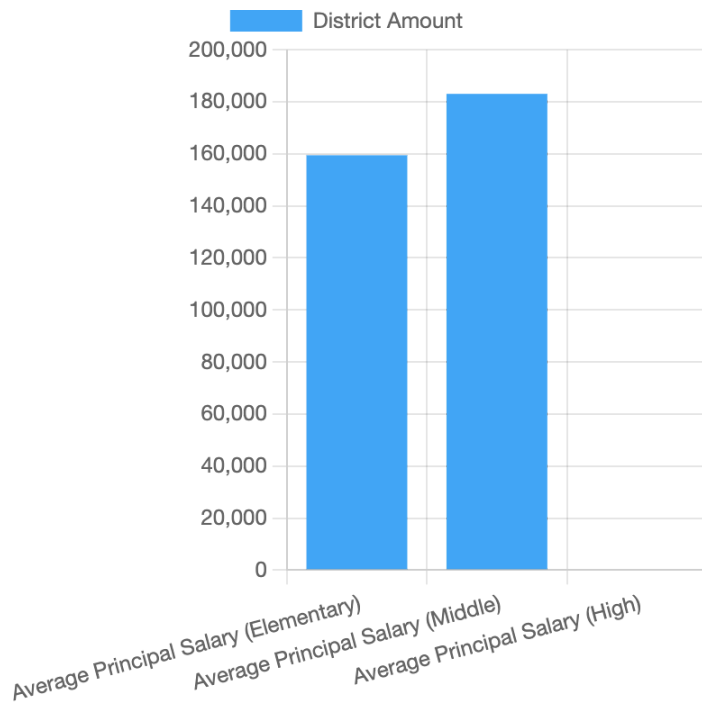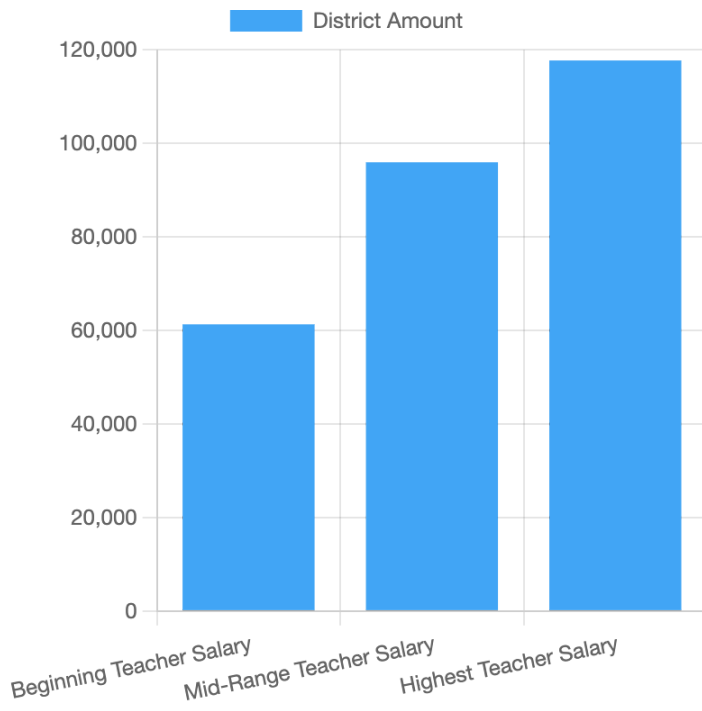- Student instruction and individualized programming

Funding also covers a comprehensive range of student support services and resources, including speech and language therapy, occupational therapy, art therapy, mental health therapy, music therapy, vocational coordination, behavior specialist services, and Board Certified Behavior Analyst (BCBA) support.

In addition, funding supports community service programs, cooking and life-skills supplies, student meals (breakfast, lunch, and snacks), student outings and field trips, facility maintenance and upgrades, emergency and safety systems, parent communication platforms, and other operational resources essential to delivering high-quality educational and therapeutic services.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$61287.00	$61596.88
Mid-Range Teacher Salary	$95919.00	$98902.37
Highest Teacher Salary	$117679.00	$126339.83
Average Principal Salary (Elementary)	$159412.00	$158382.71
Average Principal Salary (Middle)	$182994.00	$165207.00
Average Principal Salary (High)	$0.00	$162237.00
Superintendent Salary	$340290.00	$288331.69
Percent of Budget for Teacher Salaries	31.08%	31.29%
Percent of Budget for Administrative Salaries	4.87%	5.38%

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

District Amount

Beginning Teacher Salary
Mid-Range Teacher Salary
Highest Teacher Salary

District Amount

Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2024–25)

The Creekside School serves students with moderate to severe autism who have an Individualized Education Program (IEP) and are on a certificate-of-completion track. The program emphasizes life skills, independent living, career preparation, and vocational training rather than diploma-track coursework. Advanced Placement (AP) courses are not offered; therefore, 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	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14