

# Creekside Middle School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Creekside Middle School
<b>Street</b>	535 Peregrine Dr
<b>City, State, Zip</b>	Patterson
<b>Phone Number</b>	2098924710
<b>Principal</b>	Catherine Aumoeualogo
<b>Email Address</b>	caumoeualogo@patterson.k12.ca.us
<b>School Website</b>	<a href="https://creekside.patterson.k12.ca.us/">https://creekside.patterson.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	50712176060297

## 2021-22 District Contact Information

<b>District Name</b>	Patterson Joint Unified School District
<b>Phone Number</b>	(209) 895-7700
<b>Superintendent</b>	Philip M. Alfano, Ed.D.
<b>Email Address</b>	palfano@patterson.k12.ca.us
<b>District Website Address</b>	www.patterson.k12.ca.us

## 2021-22 School Overview

Creekside Middle School (CMS) can be found in the heart of Patterson, California. Four of the Patterson Joint Unified Elementary schools feed into Creekside to bring our vibrant community of 950 students together for the middle level of their education. Students are enrolled in rigorous classes such as Math, English Language Arts, Science, History, PE and Electives to provide them with a holistic education that prepares them for high school. Academically, students learn 21st Century Skills through their online curriculum and instructional strategies that focus on investigation, collaboration, writing and presentations. Teachers are prepared with AVID strategies to develop student skills in Writing, Inquiry, Collaboration, Organization, and Reading. We support our ELD population (27 % of our student body) through programs like Read 180. Creekside is widely known for its strong student leadership programs, including; the Associated Student Body (ASB), Where Everybody Belongs (WEB) and the Panther News Network (PNN). In addition to leadership opportunities the Music Program at Creekside is award-winning, our PE program produces the best physical fitness results in the county, the sports program dominates the league and our VAPA program includes art. Creekside Middle School was one of the first middle schools in our county to make the 1:WEB transition and students enjoy a variety of technology classes.

At Creekside, we have two counselors, a school psychologist, mental health support and two SAS Counselors to support the social and emotional needs of our students. With 79% of our students falling into the "Socioeconomically Disadvantaged" category, it is vitally important for our staff to support a variety of students' needs, including being prepared to adequately support the needs of our students. In a greater effort to support our students, we are in the fourth year of our PBIS implementation, winning a Silver Award after our first and second years of the Positive Behavior Intervention & Supports program. Addressing the overall climate and safety of our school is of utmost importance to our staff. Through our PBIS program, we are teaching teach our students to be respectful, responsible and safe. In the Advisory Program, we focus on teaching a character trait each month that will help students learn how to set long and short-term goals. Students are publicly recognized on a monthly basis for positive behavior.

Our district vision statement helps us determine our long and short term site goals and provides us with the framework to set our staff commitment and student Creed, which are as follows:

\*District Vision: PJUSD, the Central Valley's vibrant educational community offering world-class academics with a small-town feel, ensures that all students will graduate as resilient confident innovators and contributing citizens with the knowledge and the 21st-century skills and experience to create their own futures and pursue personal and professional fulfillment.

## 2021-22 School Overview

### \*Board of Education Commitments

- Prepare students to be college and career-ready.
- Provide highly qualified employees, technology, and CCSS aligned materials to ensure all students will meet their potential.
- Provide a safe and welcoming environment where students attend and are connected to their schools.
- Cultivate meaningful partnerships with parents, families, and community stakeholders in order to support student success in school.

\*Staff Commitment: As Creekside staff, we commit to providing a safe and rigorous academic environment where every student has the opportunity to persevere and reach their fullest potential. We will provide opportunities for students to develop both academic and social skills ensuring college and career readiness.

\*Student Creed: We are Creekside, we are college-bound! My future is controlled by the choices I make today. Education is the key to my success. I will not let anything stand in the way of my dreams; there are NO excuses! As a proud Creekside Panther, I will take pride in myself, my school, and others.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	350
Grade 7	387
Grade 8	381
<b>Total Enrollment</b>	<b>1,118</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.9
Asian	3.5
Black or African American	6.5
Filipino	1.8
Hispanic or Latino	70.7
Native Hawaiian or Pacific Islander	2.7
Two or More Races	1.2
White	12.1
English Learners	27.4
Foster Youth	0.6
Homeless	0.5
Socioeconomically Disadvantaged	74.3
Students with Disabilities	18.6

### A. Conditions of Learning

#### State Priority: Basic

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

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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

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

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

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

<b>Year and month in which the data were collected</b>	October 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	ELA 7-8 Study Sync; adopted 2018 (online curriculum) with supplemental "Amplify" on-line library. Teachers also use ERWC as a supplement for argumentative writing.	Yes	0
<b>Mathematics</b>	California Go Math! - Houghton Mifflin - adopted 2016	Yes	0
<b>Science</b>	Amplify Science. Adopted 2020	Yes	0
<b>History-Social Science</b>	History Alive! The Ancient World, History Alive! The Medieval World and Beyond, History Alive! The United States Through Industrialism. Adopted 2019	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

Creekside is a seventeen-year-old, multi-million dollar facility. There are numerous restrooms situated in all wings of the school. The school has a large, modern gymnasium that seats 750 people and athletic fields; the school shares these facilities with the community. Creekside Middle School campus was completed in its first phase in January 2002. The gymnasium and shower/locker rooms were completed in 2003. The gymnasium is also used by the city and other community organizations, allowing it to service the maximum number of students possible. The back portion of our campus was reconnected two years ago and opened four classrooms for instruction. We currently house 950 students and have seen our enrollment range up to over 1200 students at certain parts of the year. We have recently created more usable space within our campus buildings by discarding obsolete equipment, re-organizing storage areas, and using specific areas for dual staff and student usage.

Within the last two years, two classrooms were modified to become dry-lab science rooms to support our science team, now students in all grade levels get to experience in a lab-style classroom. This update included the addition of tile flooring, storage for lab materials and equipment, lab tables, and stools. This allows science teachers to incorporate more lab-based projects and hands-on experiences for students while implementing the new Next Generation Science Standards.

In February 2020, the addition of a shade structure in the quad was completed. This has added a 30X50 foot covered area which provides coverage for eight 8 foot tables, used during lunch. This shade structure is an important addition to the recreational spaces our students have available to them, especially during lunchtime. Additionally, we added another shade structure on the blacktop to provide more covered tables for students to socially distance.

We continually monitor the upkeep of our school and are committed to a clean and safe environment for our students. Site and District maintenance staff take measures to ensure the site is in good repair and working order, when concerns arise the tasks are completed in a timely manner.

<b>Year and month of the most recent FIT report</b>	9/7/21
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

			<p>E Girls' Restroom: #3 Sewer: 1st and 3rd of 5 toilets leak at the vacuum breaker</p> <p>H Girls' Restroom: #3 Sewer: 3rd &amp; 4th toilet leaks at the vacuum breaker.</p> <p>J Girls' Restroom: #3 Sewer: 3rd of 4th toilets leaks at the vacuum breaker.</p> <p>Library Boys' Restroom: #3 Sewer: 3rd of 3 urinals does not function.</p> <p>Library Girls' Restroom: #3 Sewer: 2nd of 4 toilets leaks at vacuum breaker #4 Interior Surfaces: 4th of 4 toilet seats in loose. #7 Electrical: 2 light bulbs are burned out.</p>
<p><b>Interior:</b> Interior Surfaces</p>	X		<p>Library Girls' Restroom: #3 Sewer: 2nd of 4 toilets leaks at vacuum breaker #4 Interior Surfaces: 4th of 4 toilet seats in loose. #7 Electrical: 2 light bulbs are burned out.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>Locker room Girls' Restroom: #5 Overall Cleanliness: excessive algae buildup which creates a fall hazard outside of the locker room.</p>
<p><b>Electrical</b></p>		X	<p>F Boys' Restroom: #7 Electrical: 2 of 2 hand dryers do not function. Paper towels not available.</p> <p>H Boys' Restroom : #7 Electrical: 2 light bulbs are burnt out.</p> <p>J Boys' Restroom : #7 Electrical: 2 light bulbs are burnt out.</p> <p>Library Girls' Restroom: #3 Sewer: 2nd of 4 toilets leaks at vacuum breaker #4 Interior Surfaces: 4th of 4 toilet seats in loose. #7 Electrical: 2 light bulbs are burned out.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	X		<p>E Boys' Restroom:</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X		<p>CR#12: #10 Fire Safety: Couch is stored in front of fire extinguisher and pull station.</p> <p>CR#E15: #10 Fire Safety: Desk is stored in front of fire extinguisher.</p> <p>CR#H10: #10 Fire Safety: Boxes stored near the ceiling.</p> <p>CR#J12: #10 Fire Safety: Table is stored in front of fire extinguisher and pull station.</p>

## School Facility Conditions and Planned Improvements

				CR#K13: #10 Fire Safety: Table is stored in front of fire extinguisher and pull station.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1131	NT	NT	NT	NT
<b>Female</b>	557	NT	NT	NT	NT
<b>Male</b>	574	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	36	NT	NT	NT	NT
<b>Black or African American</b>	72	NT	NT	NT	NT
<b>Filipino</b>	19	NT	NT	NT	NT
<b>Hispanic or Latino</b>	814	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	31	NT	NT	NT	NT
<b>Two or More Races</b>	25	NT	NT	NT	NT
<b>White</b>	124	NT	NT	NT	NT
<b>English Learners</b>	314	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	18	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	806	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	30	NT	NT	NT	NT
<b>Students with Disabilities</b>	214	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1131	NT	NT	NT	NT
Female	557	NT	NT	NT	NT
Male	574	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	36	NT	NT	NT	NT
Black or African American	72	NT	NT	NT	NT
Filipino	19	NT	NT	NT	NT
Hispanic or Latino	814	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	31	NT	NT	NT	NT
Two or More Races	25	NT	NT	NT	NT
White	124	NT	NT	NT	NT
English Learners	314	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	18	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	806	NT	NT	NT	NT
Students Receiving Migrant Education Services	30	NT	NT	NT	NT
Students with Disabilities	214	NT	NT	NT	NT

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

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

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	1110	950	85.59%	14.41%	30.21%
Female	560	479	85.5%	14.5%	31.7%
Male	550	471	85.6%	14.4%	28.7%
American Indian or Alaska Native	13	9	69.2%	30.8%	44.4%
Asian	35	32	91.4%	8.6%	53.1%

<b>Black or African American</b>	73	57	78.1%	21.9%	36.8%
<b>Filipino</b>	20	19	95.0%	5.0%	73.7%
<b>Hispanic or Latino</b>	777	685	88.2%	11.8%	25.8%
<b>Native Hawaiian or Pacific Islander</b>	30	25	83.3%	16.7%	20.0%
<b>Two or More Races</b>	11	10	90.9%	9.1%	50.0%
<b>White</b>	139	105	75.5%	24.5%	40.0%
<b>English Learners</b>	304	260	85.5%	14.5%	5.8%
<b>Foster Youth</b>	10	6	60.0%	40.0%	33.3%
<b>Homeless</b>	19	12	63.2%	36.8%	16.7%
<b>Socioeconomically Disadvantaged</b>	920	807	87.7%	12.3%	28.3%
<b>Students Receiving Migrant Education Services</b>	68	59	86.8%	13.2%	6.8%
<b>Students with Disabilities</b>	228	183	80.3%	19.7%	7.7%

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

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

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

<b>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	1110	956	86.1%	13.9%	20.9%
<b>Female</b>	560	486	86.8%	13.2%	23.7%
<b>Male</b>	550	470	85.5%	14.5%	18.1%
<b>American Indian or Alaska Native</b>	13	9	69.2%	30.8%	0.0%
<b>Asian</b>	35	33	94.3%	5.7%	51.5%
<b>Black or African American</b>	73	60	82.2%	17.8%	23.3%
<b>Filipino</b>	20	20	100.0%	0.0%	40.0%
<b>Hispanic or Latino</b>	777	687	88.4%	11.6%	17.0%
<b>Native Hawaiian or Pacific Islander</b>	30	25	83.3%	16.7%	20.0%
<b>Two or More Races</b>	11	10	90.9%	9.1%	20.0%
<b>White</b>	139	105	75.5%	24.5%	33.3%
<b>English Learners</b>	304	257	84.5%	15.5%	4.7%
<b>Foster Youth</b>	10	7	70.0%	30.0%	14.3%
<b>Homeless</b>	19	12	63.2%	36.8%	8.3%
<b>Socioeconomically Disadvantaged</b>	920	814	88.5%	11.5%	19.0%
<b>Students Receiving Migrant Education Services</b>	68	58	85.3%	14.7%	3.5%
<b>Students with Disabilities</b>	228	184	80.7%	19.3%	4.9%

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

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

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

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	377	NT	NT	NT	NT
<b>Female</b>	196	NT	NT	NT	NT
<b>Male</b>	181	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	14	NT	NT	NT	NT
<b>Black or African American</b>	25	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	274	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	40	NT	NT	NT	NT
<b>English Learners</b>	83	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	265	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	15	NT	NT	NT	NT
<b>Students with Disabilities</b>	71	NT	NT	NT	NT

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

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

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Creekside Middle School has a Parent Teacher Organization (PTO) that is always seeking out the support of more parents. This group meets monthly and plans activities for students to participate in. We also have a very committed English Language Advisory Committee (ELAC) that meets quarterly. This group is also very active in discussing ways for students to be academically successful. There are a variety of other groups who meet throughout the year as well (on an as-needed basis); these include ASB parents meeting to discuss upcoming events, athletics and more.

Creekside Middle School's staff and faculty gladly welcome parent volunteers on the CMS campus. Volunteer packets can be obtained at the receptionist desk in the front office. Volunteers will be required to complete a background check and TB test and proof of vaccination. Parent volunteers have helped teachers in the classroom, assisted in the supervision of lunchtime activities, chaperoned WEB, ASB, and PBIS activities, and assisted teachers with classroom preparation. Additionally, parent training centered on technology tips, social and emotional support, and how to assist students with classwork throughout the year.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1187	1164	806	69.2
Female	585	571	374	65.5
Male	602	593	432	72.8
American Indian or Alaska Native	10	10	7	70.0
Asian	38	38	15	39.5
Black or African American	75	73	45	61.6
Filipino	20	20	10	50.0
Hispanic or Latino	850	833	604	72.5
Native Hawaiian or Pacific Islander	31	31	24	77.4
Two or More Races	16	16	11	68.8
White	138	135	86	63.7
English Learners	336	326	267	81.9
Foster Youth	11	9	6	66.7
Homeless	11	10	9	90.0
Socioeconomically Disadvantaged	884	866	623	71.9
Students Receiving Migrant Education Services	33	32	27	84.4
Students with Disabilities	229	224	179	79.9

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	13.92	0.51	7.00	0.38	3.47	0.20
<b>Expulsions</b>	0.08	0.00	0.29	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	9.79	5.37	2.45
<b>Expulsions</b>	0.00	0.08	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.51	0.00
<b>Female</b>	0.17	0.00
<b>Male</b>	0.83	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	2.63	0.00
<b>Black or African American</b>	1.33	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.47	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.89	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.45	0.00
<b>Students Receiving Migrant Education Services</b>	6.06	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

Creekside prides itself on keeping its School Safety Plan current and relevant. The plan was last reviewed and updated by the Safety Committee on November 18, 2021. In order to keep our plan up to date and inclusive of best practices we regularly send a team to conferences on school safety at the Stanislaus County Office of Education. To support our safety plan we employ a full-time School Security Officer at our site (as part of a district School Security Team), three campus supervisors, and a discipline/safety secretary. The team works together to watch over and protect students at our school. The team works to build trusting relationships with students and parents.

As a part of our overall safety plan, we have practice drills to prepare both students and staff for emergencies. After all drills, the safety team will meet to debrief and make adjustments as needed. In addition to developing plans to address emergency situations, our School Safety Plan also addresses online behaviors, bullying, and other conflicts students may face at school.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	5	23	2
Mathematics	28	3	21	4
Science	25	9	20	2
Social Science	26	8	19	3

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	9	22	1
Mathematics	29	2	24	2
Science	30	6	18	6
Social Science	26	5	21	1

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	62		
Mathematics	13	56		
Science	14	53	9	
Social Science	13	56		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	559

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	8458	1658	6800	71640
<b>District</b>	N/A	N/A	7336	\$76,569
<b>Percent Difference - School Site and District</b>	N/A	N/A	-7.6	-6.7
<b>State</b>			\$8,444	\$81,044
<b>Percent Difference - School Site and State</b>	N/A	N/A	-21.6	-12.3

## 2020-21 Types of Services Funded

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

ASB- Student leadership program

WEB- Where Everybody Belongs (this is a program that specifically supports the social and emotional needs of our students as they transition into Middle School)

Youth Court (a restorative justice approach to student behaviors)

Positive Behavior & Interventions Supports (PBIS - promoting positive school climate)

Advancement Via Individual Determination (AVID- instructional strategies and programs to support academic success)

Science Olympiad (an opportunity for students to participate in science-based contests)

National History Day (a historically themed academic contest)

Gifted and Talented Education (GATE) program, grades 7-8

Academic Pentathlon, grades 7-8

Spelling Bee 7-8

Music Program that supports 200+ students and growing

English Learner programs, including English Language Development (ELD) and Read 180

Ten percent of Title I funds are spent on supplemental services. These are given to students who qualify at Program Improvement schools. Services are provided in the home to those parents who agree and have generally included the offerings of tutoring and/or computer-assisted instruction.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$54,445	\$51,029
<b>Mid-Range Teacher Salary</b>	\$78,064	\$78,583
<b>Highest Teacher Salary</b>	\$109,307	\$99,506
<b>Average Principal Salary (Elementary)</b>	\$131,948	\$124,576
<b>Average Principal Salary (Middle)</b>	\$137,323	\$131,395
<b>Average Principal Salary (High)</b>	\$148,769	\$144,697
<b>Superintendent Salary</b>	\$232,861	\$240,194
<b>Percent of Budget for Teacher Salaries</b>	27%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

Professional development activities are delivered through after-school workshops, professional development days, early release days, conference attendance, and individual mentoring. In addition, demonstration lessons and peer observations are held throughout the year. There are five days at the beginning of the school year, before students arrive, are dedicated to professional development. There are three days specifically designed to support teachers that are new to our district and two days for all teachers in the district. A districtwide professional development day was held on November 1, 2021.

The focus of professional development activities is determined by reviewing student academic progress, district initiatives, and site needs. Major focus areas in 2020-21 included ELD strategies and supporting writing throughout the contents. Other focus areas include school climate, data analysis, and AVID strategies. During the 2020-21 school year, Creekside continued providing professional development for our engagement and AVID strategies. All PD focused on using technology to support distance learning, using online platforms to increase engagement during distance learning, and support English Language Development (ELD) for all learners during distance learning.

In addition, staff members also attend off-site professional growth activities to strengthen their skills in the content areas through virtually county and regional training.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3

# Patterson Joint Unified School District

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

# Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

## 2021-22 District Contact Information

<b>District Name</b>	Patterson Joint Unified School District
<b>Phone Number</b>	(209) 895-7700
<b>Superintendent</b>	Philip M. Alfano, Ed.D.
<b>Email Address</b>	palfano@patterson.k12.ca.us
<b>District Website Address</b>	www.patterson.k12.ca.us

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	3225	285	8.84	91.16	60.70
<b>Female</b>	1612	145	9.00	91.00	61.38
<b>Male</b>	1613	140	8.68	91.32	60.00
<b>American Indian or Alaska Native</b>	21	3	--	85.71	--
<b>Asian</b>	82	9	10.98	89.02	--
<b>Black or African American</b>	170	19	11.18	88.82	73.68
<b>Filipino</b>	50	9	18.00	82.00	--
<b>Hispanic or Latino</b>	2428	203	8.36	91.64	58.13
<b>Native Hawaiian or Pacific Islander</b>	64	8	12.50	87.50	--
<b>Two or More Races</b>	110	5	4.55	95.45	--
<b>White</b>	300	29	9.67	90.33	62.07
<b>English Learners</b>	1087	47	4.32	95.68	10.64
<b>Foster Youth</b>	13	1	7.69	92.31	--
<b>Homeless</b>	74	2	2.70	97.30	--
<b>Military</b>	12	2	16.67	83.33	--
<b>Socioeconomically Disadvantaged</b>	2380	197	8.28	91.72	56.35
<b>Students Receiving Migrant Education Services</b>	116	3	2.59	97.41	--
<b>Students with Disabilities</b>	572	18	3.15	96.85	11.11

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3225	276	8.56	91.44	18.84
Female	1612	141	8.75	91.25	16.31
Male	1613	135	8.37	91.63	21.48
American Indian or Alaska Native	21	3	--	85.71	--
Asian	82	9	10.98	89.02	--
Black or African American	170	18	10.59	89.41	22.22
Filipino	50	9	18.00	82.00	--
Hispanic or Latino	2428	197	8.11	91.89	17.77
Native Hawaiian or Pacific Islander	64	7	10.94	89.06	--
Two or More Races	110	4	3.64	96.36	--
White	300	29	9.67		13.79
English Learners	1087	45	4.14	95.86	0.00
Foster Youth	13	1	7.69	92.31	--
Homeless	74	2	2.70	97.30	--
Military	12	1	8.33	91.67	--
Socioeconomically Disadvantaged	2380	192	8.07	91.93	17.71
Students Receiving Migrant Education Services	116	3	2.59	97.41	--
Students with Disabilities	572	19	3.32	96.68	0.00

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

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

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

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

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

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

