Creekside High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at 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 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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Creekside High School
Street	3387 Barranca Pkwy
City, State, Zip	Irvine, CA 92606
Phone Number	(949) 936-7405
Principal	Rebecca Roberts
E-mail Address	rebeccaroberts@iusd.org
Web Site	www.iusd.org/chs
CDS Code	30-73650-3030129

District Contact Information	
District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Terry Walker
E-mail Address	TerryWalker@iusd.org
Web Site	www.iusd.org

School Description and Mission Statement (School Year 2016-17)

Creekside High School (CHS), located in the City of Irvine, are the two primary alternative high schools serving students within the Irvine Unified School District (IUSD). CHS is the continuation high school for the district and draws its 9th-12th grade students from IUSD's other high schools. Other district schools include four traditional high schools (University, Irvine, Woodbridge and Northwood), five middle schools, two K-8 year-round schools, twenty K-6 elementary schools, and an adult school.

Creekside High School's last WASC accreditation was in March 2015, when we earned a six-year accreditation with a mid-cycle one-day Visit.

Creekside High School was established in the summer of 1974 as the Alternative High School in the Irvine Unified School District. They were the result of the efforts of a group of students, parents, teachers and administrators who challenged the assumption that the comprehensive high school is the only appropriate learning environment for all students. The 2014-2015 school year began our 41st year as an alternative education program for Irvine young men, women, and their families. Each professional staff member takes great pride in our mission and believes strongly in the effectiveness of the educational options seen in alternative education. We are a proven and effective option to Irvine's larger traditional high schools.

The school relocated in September 2007 to our new site at the corner of Barranca Parkway and Harvard Street. The new school facilities are located on 8.5 acres of a 20 acre school district site in West Irvine. Classrooms include a Career/College/Computer Center, a Digital Graphic Arts computer laboratory, a Mac lab, two science rooms, 2-D and 3-D Arts rooms adjacent to the outdoor ceramics laboratory, and seven general education classrooms. Creekside High School maintains an enrollment of approximately 170-to-255 students. The site, now officially called the Creekside Education Center, provides much more appropriate, state of the art instructional spaces for our students. Creekside usually graduates between 60-to-80 students each year. Creekside High School maintains the same graduation expectations as the other high schools in the district.

Students' presence at Creekside and San Joaquin places greater personal responsibility and discipline to respond, not only to graduation requirements, but to prepare themselves academically, socially, and emotionally for "life after high school." We are committed to our students becoming independent learners who are, ultimately, accountable for their own education, achievement of personal goals, and finding happiness. We ask students to take an honest look at themselves, develop a positive attitude, and do the right thing every day. Our motto: "Every day is a new day to succeed." We believe in the power of those words and in the destiny of each student to grow and develop in positive, successful ways. Each day, students prove the reality of those words by achieving academically, socially, and emotionally.

Our Motto
"Every day is a new day to succeed!"

Our Vision
Each student will leave Creekside Education Center with effective communication skills, cultural awareness, and the capacity to pursue a field of expertise that encourages each student to be a contributing member of society.

Our Mission
Creekside High School and San Joaquin High School are dedicated to helping students achieve their individual potential through academic and personal growth.

Student Learning Objective's
- Effective Communicators
- Strategic Thinkers
- Healthy Self-Directed Individuals
- Contributing 21st Century Citizens

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 10	4
Grade 11	23
Grade 12	65
Total Enrollment	92

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	7.6
American Indian or Alaska Native	0
Asian	7.6
Filipino	1.1
Hispanic or Latino	40.2
Native Hawaiian or Pacific Islander	1.1
White	33.7
Two or More Races	5.4
Socioeconomically Disadvantaged	47.8
English Learners	5.4
Students with Disabilities	27.2
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	12.68	12.98	13.33	1419.03
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	4	4.20	3.0	105.84

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)
Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in September 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Foreign Language	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%
Science Laboratory Equipment (grades 9-12)	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

We encouraged students to take pride in the ownership of their school. Creekside students take pride in their efforts to maintain a peaceful, non-violent supportive student environment. Every student, upon enrollment and annually as long as enrolled, makes a commitment to treating every member of the Creekside community with dignity and respect. The new facilities and classrooms are providing excellent instructional space for our students. Through the implementation of a student leadership class, efforts are made to promote recycling, picking up trash, and promoting harmony amongst students. Additionally, the entire facility is clean, well-maintained, and annually passes District inspections.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	18	25	77	78	44	48
Mathematics	2	5	74	75	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	53	44	83.0	25.0
Male	11	38	34	89.5	20.6
Female	11	15	10	66.7	40.0
Hispanic or Latino	11	21	20	95.2	15.0
White	11	19	14	73.7	35.7
Socioeconomically Disadvantaged	11	25	20	80.0	10.0

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	53	44	83.0	4.7
Male	11	38	35	92.1	5.9
Female	11	15	9	60.0	
Hispanic or Latino	11	21	20	95.2	
White	11	19	15	79.0	14.3
Socioeconomically Disadvantaged	11	25	21	84.0	5.0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	21	42	8	88	88	87	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	29	25	86.2	8.0
Male	22	20	90.9	10.0
Socioeconomically Disadvantaged	14	12	85.7	

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2015-16)

Students at each of the Irvine Unified School District's high schools have opportunities to participate in CTE coursework that provides them with the skills to pursue careers in high demand industries in Southern California. Over 2,500 students enrolled in one or more CTE courses during 2015-2016. Course offerings in career pathways leading to post-secondary employment and college or university education programs are in; Horticulture, Digital, Visual and Media Arts, Production and Managerial Arts –Theater, Music Technology, and Video Production, Hospitality-Culinary Arts, Engineering Design, Information and Communication Technologies, Entrepreneurship, and Automotive Service-Repair and Maintenance. CTE courses are aligned with the CA CTE Model Curriculum Standards and the CA Career Readiness Standards. Most CTE courses are UC a-g approved college preparatory courses meeting course requirements for admission to the University of California and California State University campuses. The CTE program has expanded to the middle schools where Grades 7 and 8 students participate in career exploration with hands-on projects in engineering, robotics, digital media arts and video production. The CTE program includes a strong guidance-counseling component.

The district's partnership with Coastline ROP (Regional Occupation Program) makes additional career exploratory courses available to students on our campuses and at other high school campuses through after school and summer courses. These opportunities include courses in the high demand healthcare careers and internships in a variety of industry sector courses. The district is exploring dual college/high school enrollment with an offering of a Biotechnology course in partnership with Irvine Valley College. The CTE program includes courses that articulate with regional community colleges establishing a pathway for students to continue their career education in an Associated Arts degree or certificate program at the community college.

The district is a member of regional consortiums including participating members in OC Pathways, CTEoc (CTE Orange County), and the Irvine Chamber of Commerce. Teachers from each career pathway network with business and industry representatives who serve as guest speakers, mentors, and advisors. Additional connections for students are made through virtual meetings and virtual job shadow opportunities with business representatives using innovative Nepris© and Virtual Job Shadow© applications.

Data from the Irvine Chamber of Commerce and the Orange County Workforce Development Board indicates robust job growth in the district's career pathways related to industry clusters in life sciences, information technology, aerospace[engineering], advanced manufacturing [engineering design] digital arts and media, and hospitality and tourism. High growth companies in Irvine include Medical Device Makers (engineering and biotechnology), Computer product companies (Information and Communication Technologies), and business services (Entrepreneurship).

The 2016-2017 U.S.Bureau of Labor Statistics Occupational Handbook projects a ten-year growth in employment in healthcare, computer and mathematical careers, architecture and engineering occupations. Orange County Business Council's Workforce Indicators Report 2015- 2016 shows that strong regional industry clusters are supported with the district's CTE program and are an engine for economic growth and development in Southern California; Professional and Business Services (Entrepreneurship, Horticulture/Landscape Design), Healthcare (ROP Health career courses), and Tourism (Culinary Arts and Production Managerial Arts). The clustering in the region of several high-value industries represent key drivers of the Orange County economy, providing high-skill, high-wage occupations, such as Advanced Electronics (Engineering), Biotechnology, Information Technology (Information and Communication Technologies), Advanced Manufacturing, Medical Device, and Healthcare.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	68
% of pupils completing a CTE program and earning a high school diploma	98%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	80%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

C. Engagement
State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Our parents can be involved in School Site Council, Parent Information Night Meetings (once a quarter, various topics), Back to School Night and our annual Awards Banquet. Additionally, students and parents are invited to participate in our quarterly recognition luncheon that celebrates students making positive choices and improving their self-worth. Parents are routinely involved in all form of parent-student-staff conferencing. Additionally, using technological innovations, which include the School Messenger Auto-Dialer, web-based myIUSD.org, and listserve/email, parents have immediate access to student performance information and school has the capability of sending important information to parents via these different mediums.

State Priority: Pupil Engagement
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
• High school dropout rates; and
• High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	2.40	2.60	2.80	2.40	2.60	2.80	11.40	11.50	10.70
Graduation Rate	95.48	95.78	94.75	95.48	95.78	94.75	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	62	96	86
Black or African American	57	87	78
American Indian or Alaska Native	0	100	78
Asian	100	97	93
Filipino	0	98	93
Hispanic or Latino	59	93	83
Native Hawaiian/Pacific Islander	0	100	85
White	56	95	91
Two or More Races	100	94	89
Socioeconomically Disadvantaged	67	84	66
English Learners	88	75	54
Students with Disabilities	69	92	78

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	22.4	27.3	14.4	1.3	1.4	1.2	4.4	3.8	3.7
Expulsions	1.6	0.5	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Our emphasis — to ensure a safe school environment for our students — includes the re-certification of our staff in disaster preparedness, such as search and rescue techniques, CPR/First Aid, and in-service activities related to school safety assessments, violence assessments, legal updates, and aggressive involvement by all stakeholders in assuring a safe school environment. Apart from this, we have an annual district safety inspection.

The School Safety Plan and School Emergency Plan are reviewed annually, and approved by the School Site Council. Major areas of focus for the School Safety plan include:
• Continue to support a caring and connected school environment that provides both academic and emotional support for all students.
• To review with students in Advisement "IUSD Multi-Hazard Emergency" scenarios for the purpose of a school wide awareness, preparation, and readiness in case of a real disaster.
• Ensure parent and community have access to Guidance Resources.

- Create a physical environment that maintains an aesthetic level in line with the high standards set by our community, faculty, and IUSD.
- Ensure that Creekside Education Center has supplies and safety items in the event of an emergency.

From this plan, a comprehensive school Emergency Plan was developed and reviewed with staff September 2016. Staff reviews the plan each semester, with emergency drills (lockdown, fire drills, and earthquake) being held 6 times per year. October 2016 and April 2017 are earthquake drills, November 2016 and March 2017 is a fire drill, December 2016 and May 2017 is a lock down drill. Additional intruder training is provided to staff members yearly and was held November 2016.

Our continued success depends on close working relationships between district administrators and school faculty and staff, as well as the active participation of parents and community leaders. Creekside students and staff have an exceptionally excellent collaborative working relationship with the Irvine Police Department's School Resource Officers and investigators. Staff and students take pride in these relationships and the ability to keep Creekside safe for all students and staff.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	46.7

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	13	26	2		13	10	1		13.6	8		
Mathematics	11	14			10	5			8.71	7		
Science	12	12			18	4			13.8	4		
Social Science	19	18	4		20	5	4		16.6	8		

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.8	51
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.54	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist	3.0	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$16,789	$412	$16,377	$82,852
District	N/A	N/A	$4,979	$77,121
Percent Difference: School Site and District	N/A	N/A	228.9	7.4
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	188.5	9.3

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

Types of Services Funded (Fiscal Year 2015-16)

The Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a base of per-student funding that varies slightly depending on grade level. All districts also receive supplemental funding. This additional funding adds 20 percent to the base funding for each English-language learner, low-income student and foster youth. Finally, concentration grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,105	$45,092
Mid-Range Teacher Salary	$78,770	$71,627
Highest Teacher Salary	$101,821	$93,288
Average Principal Salary (Elementary)	$118,926	$115,631
Average Principal Salary (Middle)	$123,149	$120,915
Average Principal Salary (High)	$139,516	$132,029
Superintendent Salary	$264,920	$249,537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	

Cells with N/A values do not require data.
*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

High quality staff development, like quality teaching, is learning-based, activity driven, focused on instructional improvement and is an on-going process of professional renewal. Creekside's Continuous Improvement Efforts enable professional staff to reexamine their assumptions about teaching and learning. Staff development activities include significant time to develop personalized responses to instructional improvement with both appropriate collegial and expert assistance networking. High quality staff development challenges professional staff to make learning dynamic, intellectually stimulating, and connected to thinking which goes beyond the classroom walls. Effective staff development creates a learning community among professional staff that strengthens the individual teacher and the bond among teachers. Tailored staff development activities are essential for maintaining and improving quality education.

Creekside High School utilizes and early release day each Monday. There are 3 different activity focus areas each Monday conducted on a rotating schedule: Staff meeting, Student of Concern meeting, and PLC. Administrators support teachers through quarterly data review meetings, classroom walk-through's and observations.

In 2016-2017, our professional development focus is centered around Professional Learning Communities

Here is a partial list of staff development activities offered throughout the year:
- Growth vs. Fixed Mindset
- Use of the 4 C's in the classroom
- Data Analysis
- Technology: Online Learning, EdModo, Canvass Learning Management System, Edgenuity credit recovery
- Positive Behavior Interventions
- Writing Strategies in the Content Areas
- English-Language Arts – Normative writing
- Across the Curriculum Writing Standards Rubric