# Creekside High School
## 2024-2025 School Accountability Report Card
## (Published During the 2025-2026 School Year)

## 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. |
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| | - 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/. |

## 2025-26 School Contact Information

| | |
|---|---|
| **School Name** | Creekside High School |
| **Street** | 3387 Barranca Pkwy |
| **City, State, Zip** | Irvine, CA 92606 |
| **Phone Number** | (949) 936-7400 |
| **Principal** | Rebecca Roberts |
| **Email Address** | rebeccaroberts@iusd.org |
| **School Website** | cec.iusd.org |
| **Grade Span** | 9-12 |
| **County-District-School (CDS) Code** | 30-73650-3030129 |

## 2025-26 District Contact Information

| | |
|---|---|
| **District Name** | Irvine Unified School District |
| **Phone Number** | (949) 936-5000 |
| **Superintendent** | Terry Walker |
| **Email Address** | TerryWalker@iusd.org |
| **District Website** | www.iusd.org |

## 2025-26 School Description and Mission Statement

Creekside High School, the second oldest high school in Irvine Unified, was established in the summer of 1974 as the alternative high school for Irvine Unified School District. It was the result of efforts of a group of students, parents, teachers and administrators who challenged the assumption that a comprehensive high school is an appropriate learning environment for ALL students. In 1981 the Irvine Unified School District created an Independent Study Program and it was renamed San Joaquin High School in 1988. San Joaquin High School is an optional, alternative school where students are required to study 20+ hours a week, independently, in addition to a minimum of one hour of class-time, per class, every week. Some courses may require additional "on-site" time. Both Creekside and San Joaquin High School draw students from throughout IUSD's traditional high schools. We are a workable and proven choice to Irvine's larger, traditional high schools. Both schools are

## 2025-26 School Description and Mission Statement

accredited through WASC, the Western Association of Schools and Colleges.

The high school classrooms include a multi-media lab, a construction technology classroom, a science lab classroom, a fitness center, a state-of the art Culinary Arts facility, and 10 general education classrooms.

A student's presence in Irvine Unified School District alternative programs place 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 and achievement of personal goals.

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

Our Vision:
Our vision is to empower students as lifelong learners, to acquire, demonstrate and value the knowledge and skills needed to participate in and contribute to the global world and embody the core values of commitment, honor and self-direction.

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
- Critical Thinkers
- Self-Directed Individuals
- Contributing Community Members

# About this School

## 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Grade 9** | 1 |
| **Grade 10** | 4 |
| **Grade 11** | 26 |
| **Grade 12** | 47 |
| **Total Enrollment** | 78 |

## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 43.6 |
| Male | 56.4 |
| American Indian or Alaska Native | 1.3 |
| Asian | 9 |
| Black or African American | 12.8 |
| Hispanic or Latino | 42.3 |
| Two or More Races | 11.5 |
| White | 23.1 |
| English Learners | 14.1 |
| Foster Youth | 2.6 |
| Homeless | 2.6 |
| Socioeconomically Disadvantaged | 64.1 |
| Students with Disabilities | 42.3 |

## 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.

## 2021-22 Teacher Preparation and Placement

| 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) | 9 | 97.3 | 1300.2 | 90.2 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 3.5 | 0.24 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0 | 0 | 42.5 | 2.95 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.2 | 2.7 | 11.4 | 0.79 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 0 | 0 | 83.8 | 5.82 | 15831.9 | 5.67 |
| Total Teaching Positions | 9.2 | 100 | 1441.5 | 100 | 279044.8 | 100 |

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.

## 2022-23 Teacher Preparation and Placement

| 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) | 8.3 | 92.58 | 1264.8 | 91.33 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 2 | 0.14 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0 | 0 | 13 | 0.94 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.6 | 7.31 | 18.8 | 1.36 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 0 | 0 | 86.2 | 6.22 | 14303.8 | 5.15 |
| Total Teaching Positions | 9 | 100 | 1384.9 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

| 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) | 7.6 | 91.59 | 1270.8 | 90.43 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 1 | 0.07 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.6 | 8.29 | 38.1 | 2.71 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 38.3 | 2.73 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0 | 0 | 56.9 | 4.05 | 13705.8 | 4.91 |
| Total Teaching Positions | 8.3 | 100 | 1405.3 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2022-23 | 2023-24 |
|---|---|---|---|
| Permits and Waivers | 0.00 | 0 | 0.6 |
| Misassignments | 0.00 | 0 | 0 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0 | 0.6 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0 |
| Local Assignment Options | 0.20 | 0.6 | 0 |
| Total Out-of-Field Teachers | 0.20 | 0.6 | 0 |

## Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Misassignments for English Learners**<br>(a percentage of all the classes with English learners taught by teachers that are misassigned) | 4.2 | 0 | 0 |
| **No credential, permit or authorization to teach**<br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 3.7 | 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.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | October 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** | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2025. All core textbooks and instructional materials purchased are board approved. | 0% |
| **Mathematics** | All students are provided an individual textbook or instructional material as determined by textbook software in October 2025. All core textbooks and instructional materials purchased are board approved. | 0% |
| **Science** | All students are provided an individual textbook or instructional material as determined by textbook software in October 2025. All core textbooks and instructional materials purchased are board approved. | 0% |
| **History-Social Science** | All students are provided an individual textbook or instructional material as determined by textbook software in October 2025. All core textbooks and instructional materials purchased are board approved. | 0% |
| **Foreign Language** | All students are provided an individual textbook or instructional material. All textbooks purchased are board approved. | 0% |
| **Health** | All students are provided an individual textbook or instructional material as determined by textbook software in October 2025. All core textbooks and instructional materials purchased are board approved. | 0% |

| Visual and Performing Arts | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2024. All core textbooks and instructional materials purchased are board approved. | 0% |
|---|---|---|
| Science Laboratory Equipment (grades 9-12) | All students have access to sufficient science laboratory equipment for instruction in grades 9-12. | 0% |

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

## School Facility Conditions and Planned Improvements

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.

| Year and month of the most recent FIT report | 10/26/2025 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | : |
| **Interior:** Interior Surfaces | X | | | RM 11: 4. CEILING TILE IS LOOSE RM 14: 4. WATER STAIN CEILING TILES RM 7: 4. CEILING TILE IS LOOSE |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | RM 13: 10. PLUG IN AIR FRESHENER IN USE |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** 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).

**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.

## 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.

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

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.

| 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) | 8 | 18 | 73 | 74 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 0 | 15 | 69 | 70 | 35 | 37 |

## 2024-25 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.

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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 38 | 33 | 86.84 | 13.16 | 18.18 |
| Female | 15 | 11 | 73.33 | 26.67 | 9.09 |
| Male | 22 | 21 | 95.45 | 4.55 | 19.05 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 24 | 21 | 87.50 | 12.50 | 0.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 24 | 20 | 83.33 | 16.67 | 15.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 13 | 12 | 92.31 | 7.69 | 8.33 |

## 2024-25 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.

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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 38 | 33 | 86.84 | 13.16 | 15.15 |
| Female | 15 | 11 | 73.33 | 26.67 | 0.00 |
| Male | 22 | 21 | 95.45 | 4.55 | 19.05 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 24 | 21 | 87.50 | 12.50 | 9.52 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 24 | 20 | 83.33 | 16.67 | 15.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 13 | 12 | 92.31 | 7.69 | 0.00 |

## 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.

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.

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

The 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.

| 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) | 11.11 | -- | 61.99 | 63.09 | 30.73 | 32.52 |

## 2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 54 | 8 | 14.81 | 85.19 | -- |
| Female | 24 | 3 | 12.50 | 87.50 | -- |
| Male | 29 | 5 | 17.24 | 82.76 | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 28 | 4 | 14.29 | 85.71 | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 36 | 6 | 16.67 | 83.33 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 17 | 2 | 11.76 | 88.24 | -- |

## 2024-25 Career Technical Education Programs

Career Technical Education Programs (2024-25 School Year)
Irvine Unified CTE courses also provide opportunities for Creekside High School students to explore high-demand career industry sectors. The CTE program integrates with academic courses, with many offerings also approved as UC a-g courses, meeting University of California and California State University admission requirements.
At Creekside High School, students can enroll in the following Coastline ROP CTE courses:

IUSD CTE Courses Offered at Creekside High School:
Graphic Arts
AP Comp Sci Principles

Coastline ROP CTE Courses Offered at Creekside School: *These courses are offered at CHS and open to every student in IUSD in the After Bell program.
In Bell – Coastline ROP
Culinary Arts

After Bell – Coastline ROP
Administration of Justice
Careers with Children Internship

## 2024-25 Career Technical Education Programs

Certified Nursing Assistant (CNA) Internship
Crime Scene Investigation
Emergency Medical Technician
Emergency Medical Responder
Medical Careers & Health Systems
Pharmacy Technician Internship
Sports Medicine Internship

The district's partnership with Coastline ROP further supports career exploration opportunities in various industry sectors, with many courses articulating with regional community colleges and leading to industry-recognized certifications.
Creekside High School benefits from participation in regional consortiums, such as OC Pathways, Vital Link-CTEoc, the Irvine Chamber of Commerce, and the Orange County Business Council. Teachers participate in professional development and collaborate with industry representatives who provide mentorship and guest speaker sessions. The CTE program's advisory committee also includes members from the business community.
Students at Creekside High School benefit from strong guidance and counseling services for career exploration and postsecondary planning. In addition, the school's College/Career Specialist and Coastline ROP Career Specialist provide guidance on preparing for college and employment.

College Preparation
Creekside High School students are provided opportunities to visit colleges and community colleges to understand different academic environments and explore potential careers. Workshops on topics such as FAFSA and Cal Grant applications, resume writing, and personal statements support students in the college preparation process. One-on-one post-high school planning sessions with seniors help students develop individualized future plans.

Career Exploration
Students are encouraged to participate in career assessments that help them identify strengths and explore potential career paths. Resume writing, interview skills workshops, and guest speaker events are offered to provide insights into various industries and career options.

Financial Literacy
Financial literacy is emphasized through workshops that cover essential skills like budgeting, saving, and managing student loans. Information on scholarships and financial aid options is also provided, empowering students to make well-informed decisions about their education financing.

## 2024-25 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | 75 |
| **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** | 0 |
| **Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education** | 66.7 |

## 2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---|
| **Pupils Enrolled in Courses Required for UC/CSU Admission** | 96.15 |
| **Graduates Who Completed All Courses Required for UC/CSU Admission** | 0 |

## 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.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas.  Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | 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 |
|---|---|---|---|---|---|

## 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.

## 2025-26 Opportunities for Parental Involvement

Our parents can be involved in PTSA, School Site Council, Parent Information Night Meetings, College and Career nights, 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 Parent Square, 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.

## C. Engagement

## State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

| 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 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | 12.8 | 8.3 | 5.7 | 2.9 | 2 | 2.3 | 8.2 | 8.9 | 8 |
| Graduation Rate | 87.2 | 89.6 | 94.3 | 94.5 | 95.5 | 95.2 | 86.2 | 86.4 | 87.5 |

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

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| All Students | 35 | 33 | 94.3 |
| Female | 16 | 15 | 93.8 |
| Male | 19 | 18 | 94.7 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 13 | 12 | 92.3 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | -- | -- | -- |
| White | 12 | 11 | 91.7 |
| English Learners | -- | -- | -- |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 24 | 23 | 95.8 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 11 | 10 | 90.9 |

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 selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 124 | 117 | 92 | 78.6 |
| Female | 54 | 51 | 46 | 90.2 |
| Male | 69 | 65 | 45 | 69.2 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 14 | 13 | 10 | 76.9 |
| Black or African American | 16 | 14 | 11 | 78.6 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 61 | 57 | 45 | 78.9 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 22 | 22 | 19 | 86.4 |
| English Learners | 23 | 23 | 18 | 78.3 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 81 | 77 | 66 | 85.7 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 52 | 48 | 32 | 66.7 |

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

## Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 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 |
| 25.95 | 14.96 | 16.13 | 1.04 | 0.93 | 0.92 | 3.6 | 3.28 | 2.94 |

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.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 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 |
| 0.76 | 0 | 0.81 | 0.04 | 0.01 | 0.02 | 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.

## 2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 16.13 | 0.81 |
| Female | 22.22 | 0.00 |
| Male | 11.59 | 1.45 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 14.29 | 7.14 |
| Black or African American | 12.50 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 19.67 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 9.09 | 0.00 |
| English Learners | 17.39 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 17.28 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 19.23 | 1.92 |

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.

## 2025-26 School Safety Plan

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 2025. Staff reviews the plan each semester, with emergency drills (lockdown, fire drills, and earthquake) being held 6 times per year. October 2025 and April 2026 are earthquake drills, November 2025 and March 2026 is a fire drill, December 2025 and May 2026 is a lock down drill. Additional intruder training is provided to staff members yearly In February 2026.

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.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 14 | 8 | 0 | 0 |
| Mathematics | 13 | 7 | 0 | 0 |
| Science | 13 | 4 | 0 | 0 |
| Social Science | 12 | 13 | 0 | 0 |

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 14 | 8 | | |
| Mathematics | 10 | 6 | | |
| Science | 14 | 5 | | |
| Social Science | 15 | 8 | | |

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 13 | 8 | | |
| Mathematics | 9 | 6 | | |
| Science | 9 | 5 | | |
| Social Science | 13 | 9 | | |

## 2024-25 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 | 40.5 |

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 2 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.4 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 |
|---|---|---|---|---|
| School Site | $29,666 | $655 | $29,011 | $109,831 |
| District | N/A | N/A | 7,069 | $103,831 |
| Percent Difference - School Site and District | N/A | N/A | 120.4 | 11.9 |
| State | N/A | N/A | $11,146 | $100,333 |
| Percent Difference - School Site and State | N/A | N/A | 91.7 | 14.9 |

## Fiscal Year 2024-25 Types of Services Funded

State, federal, and local dollars support students in K-12 public schools. The largest funding source is from the state under the Local Control Funding Formula. The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with 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. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program , 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Maintain positive behavioral intervention and

## Fiscal Year 2024-25 Types of Services Funded

support program, 12) Maintain site staffing with full-time assistant principals, 13) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 14) Support interventions and supplemental programs impacting English learners, low income and foster youth, 15) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 16) Implementing mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

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.

Federal funds are designed to supplement state resources by narrowing funding gaps for at-promise students, including students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged households. Federal grants include:

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)
Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All school identified for Title I operate Schoolwide Programs

Title III funds assist with language instruction for English Learners (EL) and immigrant students.

Title IV funds are used to increase district/site capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

Finally, the Irvine Unified School District is proud of the partnerships with the Irvine Public School Foundation (IPSF), the City of Irvine with the Educational Partnership Fund (EPF) that support programs and services for all students.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 |
|---|---|---|
| Beginning Teacher Salary | $59,726 | $60,863 |
| Mid-Range Teacher Salary | $106,670 | $93,575 |
| Highest Teacher Salary | $137,884 | $125,548 |
| Average Principal Salary (Elementary) | $174,086 | $157,645 |
| Average Principal Salary (Middle) | $184,591 | $165,341 |
| Average Principal Salary (High) | $210,425 | $182,580 |
| Superintendent Salary | $421,400 | $357,064 |
| Percent of Budget for Teacher Salaries | 31.12% | 30.36% |
| Percent of Budget for Administrative Salaries | 5.33% | 4.88% |

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| Percent of Students in AP Courses | 0 |
|---|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| 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<br>Where there are student course enrollments of at least one student. | 0 |

## Professional Development

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 Mondays for teacher professional development.  There are 3 different activity focus areas each Monday conducted on a rotating schedule: Staff meeting, department meetings, and PLC meetings.  Administrators support teachers through quarterly data review meetings, classroom walk-through's and observations.  Additionally, teachers are provided 3 professional development days per year along with 12 additional hours of contractual staff development.  These 12 hours are split across 12 monday sessions (1 hour each) throughout the school year.  Additionally teachers work together in PLCs throughout the year amounting to 4 days.

In 2025-26 school year, our professional development focus is centered around Challenging Behaviors, School Culture/Climate, instructional strategies, grading practices, common assessments, and using data to drive instruction.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 15 | 15 | 15 |