

Creekside Middle School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Creekside Middle School
Street	535 Peregrine Dr
City, State, Zip	Patterson, CA 95363-2232
Phone Number	209) 892-4710
Principal	Tiffany Jones (Interim Principal)
E-mail Address	caumoeualogo@patterson.k12.ca.us
Web Site	http://creekside.patterson.k12.ca.us/
CDS Code	50712176060297

District Contact Information	
District Name	Patterson Joint Unified School District
Phone Number	(209) 895-7700
Superintendent	Philip M. Alfano, Ed.D.
E-mail Address	palfano@patterson.k12.ca.us
Web Site	www.patterson.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

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 1, 156 students together for the middle level of our 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 % or our student body) through programs like AVID Excel and Read 180. Creekside is widely known for it's 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, theater and dance. Creekside Middle School was one of the first middle schools in our county to make the 1:WEB transition and student 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 an greater effort to support our students we are in our second year of our PBIS implementation, winning a Silver Award after our first year 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.

***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.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	381
Grade 7	403
Grade 8	372
Total Enrollment	1,156

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	7.0
American Indian or Alaska Native	0.4
Asian	3.3
Filipino	2.1
Hispanic or Latino	70.8
Native Hawaiian or Pacific Islander	2.7
White	11.2
Socioeconomically Disadvantaged	79.3
English Learners	27.2
Students with Disabilities	16.6
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	46	43	46	255
Without Full Credential	3	8	4	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	ELD - Read 180 ELA 6-8= Study Sync (online curriculum) with supplemental "Amplify" on-line library. Teachers also use ERWC as a supplement for argumentative writing.	Yes	0
Mathematics	California Go Math! - Houghton Mifflin 2015 - adopted 2016 Math Triumphs, Glencoe - adopted 2008 Algebra Readiness, 2009, Pearson/Prentice Hall - adopted 2008 Geometry: 2008 Holt, Rinehart, Winston - adopted 2008	Yes	0
Science	Focus on Earth Science, 2008, Prentice Hall - adopted 2007 Focus on Life Science, 2008, Prentice Hall - adopted 2007 Focus on Physical Science, 2008, Prentice Hall - adopted 2007	Yes	0
History-Social Science	Discovering Our Past 6-8, 2006, Glencoe - adopted 2006 (currently undergoing pilot for new Common Core History Curriculum)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Creekside is a fourteen-year-old, multi-million dollar facility. There are numerous restrooms situated in all wings of the school. The school has a large, modern gymnasium which 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 sectioned off four years ago to allow for a district-based independent study school, resulting in the loss of five classrooms that were previously used for instruction. We currently house 1,165 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.

Recently two classrooms were modified to become dry-lab science rooms to support our 6th grade 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.

Our current major project is the addition of a shade structure in the quad, this has recently received Board Approval and should be built and ready for use by the 2019-2020 school year. This shade structure is an important addition to the recreational spaces our students have available to them, especially during lunch time.

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 measure to ensure the site is in good repair and working order, when concerns arise the tasks are completed in a timely manner.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/30/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		F Girls' Restroom: #3:Sewer--5th toilet leaks at the vacuum breaker H Girls' Restroom: #3:Sewer--1st toilet leaks at the vacuum breaker J Boys' Restroom: #3:Sewer--1 toilet leaks at the vacuum breaker
Interior: Interior Surfaces	Good	CR#E15: #4:Interior Surfaces--1 light cover is missing CR#F22: #4:Interior Surfaces--1 light cover is missing CR#H1: #4:Interior Surfaces--Electrical outlet cover is broken at the back wall
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		
Electrical: Electrical	Fair	E Girls' Restroom: #7:Electrical--3 lights do not function F Boys' Restroom: #7:Electrical--Entry light does not function Gym Boys' Restroom: #7:Electrical--Entry light does not function. 1 hand dryer does not function Gym Girls' Restroom: #7:Electrical--Entry light does not function
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	E Boys' Restroom: #9:Sinks/Fountains--1st faucet does not function J Girls' Restroom: #9:Sinks/Fountains--1st faucet does not function. Drinking fountain between J Girls' and J Boys' Restrooms is very dirty
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/30/2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. 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); 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
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	36.0	35.0	37.0	38.0	48.0	50.0
Mathematics (grades 3-8 and 11)	21.0	20.0	24.0	25.0	37.0	38.0

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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1098	1082	98.54	34.97
Male	555	546	98.38	28.62
Female	543	536	98.71	41.42
Black or African American	78	77	98.72	46.75
American Indian or Alaska Native	--	--	--	--
Asian	37	37	100.00	51.35
Filipino	25	25	100.00	64.00
Hispanic or Latino	771	758	98.31	29.33
Native Hawaiian or Pacific Islander	29	29	100.00	37.93
White	127	126	99.21	47.62
Two or More Races	24	23	95.83	56.52

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	864	850	98.38	30.62
English Learners	430	420	97.67	15.51
Students with Disabilities	190	185	97.37	4.35
Students Receiving Migrant Education Services	36	34	94.44	23.53
Foster Youth	--	--	--	--

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

Note: 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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,101	1,089	98.91	20.42
Male	557	549	98.56	19.2
Female	544	540	99.26	21.67
Black or African American	78	77	98.72	18.18
American Indian or Alaska Native	--	--	--	--
Asian	37	37	100	35.14
Filipino	25	25	100	56
Hispanic or Latino	773	765	98.97	16.36
Native Hawaiian or Pacific Islander	29	29	100	17.24
White	128	126	98.44	32.54
Two or More Races	24	23	95.83	40.91
Socioeconomically Disadvantaged	867	857	98.85	16.49
English Learners	431	427	99.07	7.98
Students with Disabilities	192	185	96.35	2.72
Students Receiving Migrant Education Services	36	35	97.22	14.29
Foster Youth	--	--	--	--

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

Note: 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
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	13.6	35.7	45.1

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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

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 monthly. This group is also very active in discussing ways for students to be academically successful. There are a variety of other groups who meet through out the year as well (on an as needed basis); these include ASB parents meeting to discuss upcoming events, parents meet to discuss Outdoor Education, athletics and more.

Creekside Middle School's staff and faculty gladly welcomes 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. Parent volunteers have helped teachers in 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. Additionally, formal parent/community visitations to campus are held once each semester.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	8.0	8.5	13.9	5.4	5.9	7.1	3.7	3.7	3.5
Expulsions	0.2	0.4	1.0	0.1	0.4	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Creekside prides itself in keeping its School Safety Plan current and relevant. 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), four 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.

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	29.0	4	15	9	28.0	4	19	4	27.0	8	19	2
Mathematics	21.0	1			22.0	1			28.0	5	17	6
Science	29.0	4	20	4	23.0	12	20		25.0	8	21	2
Social Science	26.0	8	21	1	24.0	5	25		26.0	5	24	1

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	580.5
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.8	N/A
Social Worker	0	N/A
Nurse	.33	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8458	1658	6800	71640
District	N/A	N/A	7336	\$70,025
Percent Difference: School Site and District	N/A	N/A	-7.6	2.3
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	-4.7	-6.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 6-8
 - Academic Pentathlon, grades 7-8
 - Spelling Bee
 - Music Program that supports 200+ students and growing
 - English Learner programs, including English Language Development (ELD), AVID Excel 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.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,333	\$47,547
Mid-Range Teacher Salary	\$73,942	\$74,775
Highest Teacher Salary	\$96,229	\$93,651
Average Principal Salary (Elementary)	\$110,314	\$116,377
Average Principal Salary (Middle)	\$114,698	\$122,978
Average Principal Salary (High)	\$140,913	\$135,565
Superintendent Salary	\$194,103	\$222,853
Percent of Budget for Teacher Salaries	32.0	35.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

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, 2017, another one is planned in February of 2019.

The focus of professional development activities is determined by reviewing student academic progress, district initiatives and site needs. Major focus areas in 2017-18 included mathematics, science and technology. Other focus areas include writing, technology, data analysis, and AVID strategies. During the 2018-19 school year Creekside will continue providing professional development for our Positive Behavior Intervention System and AVID strategies.

To assist all staff members with implementing new skills, 6 teachers on special assignment are identified in the areas of elementary education, secondary education, technology, English language development, and new teacher support. District lead teachers (8 at the elementary level and 12 at the secondary level) provide assistance across the district in specific grade levels and in the content areas of science, English, math, history, electives, and special education. Site administrators also provide staff development through classroom walks, targeted site-specific topics, and assistance for individual teachers.

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