

School Accountability Report Card

Reported Using Data from the 2018—19 School Year

California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.

Shelley Tan

Principal, Clearlake Creativity

About Our School

The staff at the Clearlake Creativity School are proud of the service they provide to the surrounding districts that exist within the borders of Lake County. There is no other school that provides the type of support that the Clearlake Creativity School does. Over the past 5 years that the school has served the students of Lake County, the program has improved dramatically as evidenced by copious amounts of data collection, feedback from the SELPA director and observations of students. This information also includes graduation out of the TIERS program and the rate of which students are eligible to return to their home schools and be successful. It is through the commitment of the staff, parents, and students, as well as the support from the local school districts, that we are able to have continued and improved success, year after year.

Principal's Comment

Phoenix Rising

Contact

Clearlake Creativity
6945 Old Highway 53
Clearlake, CA 95422

Phone: 707)995-9523
Email: stan@lakecoe.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Lake County Office of Education
Phone Number	(707)262-4100
Superintendent	Brock Falkenberg
Email Address	bfalkenberg@lakecoe.org
Website	https://www.lakecoe.org

School Contact Information (School Year 2019—20)	
School Name	Clearlake Creativity
Street	6945 Old Highway 53
City, State, Zip	Clearlake, Ca, 95422
Phone Number	707)995-9523
Principal	Shelley Tan
Email Address	stan@lakecoe.org
Website	http://www.lakecoe.org
County-District-School (CDS) Code	17101730128231

Last updated: 1/21/2020

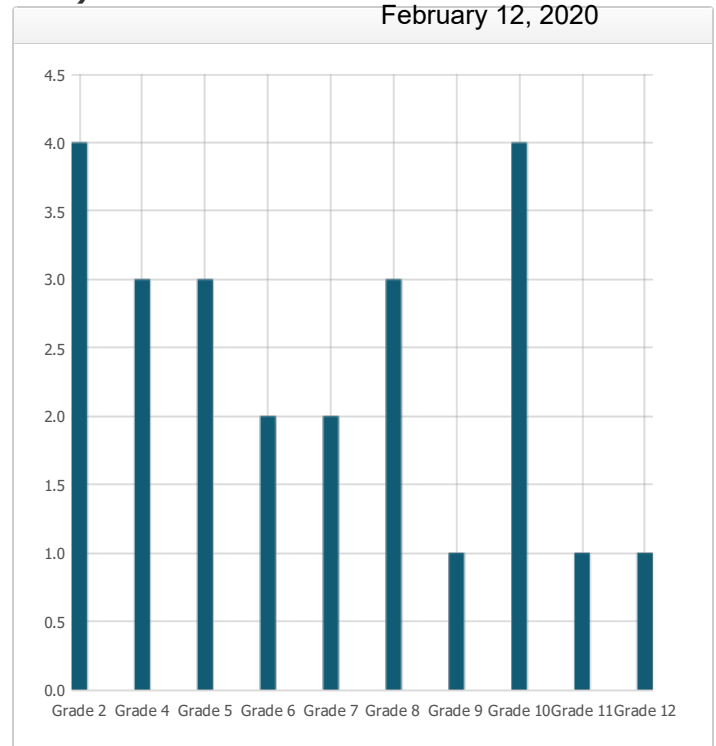
School Description and Mission Statement (School Year 2019—20)

The Clearlake Creativity School is located in Clearlake, California, and has served as a regionalized program for the students of Lake County for the past 5 years. The Clearlake Creativity School (CCS) is a program uniquely designed to suit the needs of students from within Lake County who have been diagnosed with emotional disturbance and are unable to make adequate academic progress in a general education setting. The Tiers model is based on a multi tiered system of supports (MTSS) and a token economy that are meant to improve student behavior, emotional regulation, and academic success. The program consist s of 3 stages, and each stage will allow the student to earn access to privileges, responsibility, and freedom similar to that of students in general education. Clearlake Creativity School serves approximately 28 students total in grades K - 12, by strict adherence to Diana Browning Wright 's TIERS program (Tiers of Intensive Educationally Responsive Services), with the goal of students being able to return to their home school once they have mastered the social and emotional skills necessary to be successful.

Last updated: 1/21/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 2	4
Grade 4	3
Grade 5	3
Grade 6	2
Grade 7	2
Grade 8	3
Grade 9	1
Grade 10	4
Grade 11	1
Grade 12	1
Total Enrollment	24



Last updated: 1/21/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	4.20 %
Asian	%
Filipino	%
Hispanic or Latino	20.80 %
Native Hawaiian or Pacific Islander	%
White	54.20 %
Two or More Races	12.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.80 %
English Learners	4.20 %
Students with Disabilities	79.20 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

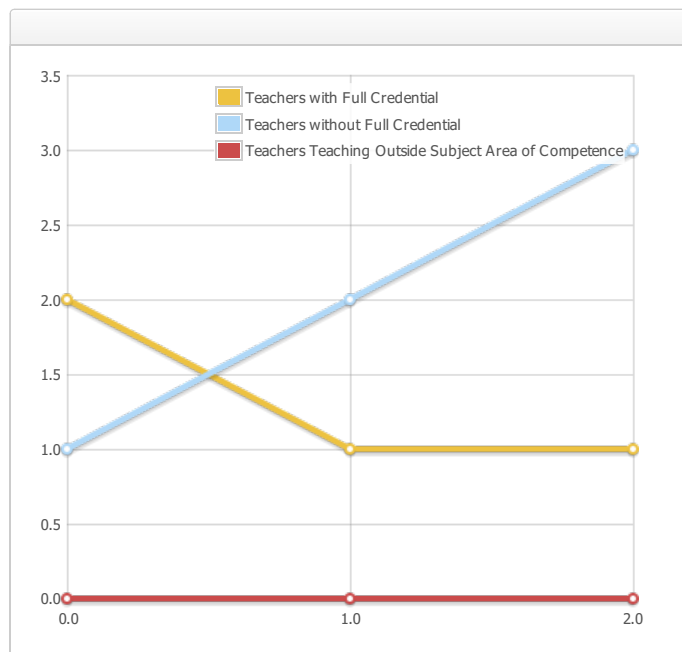
State Priority: Basic

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

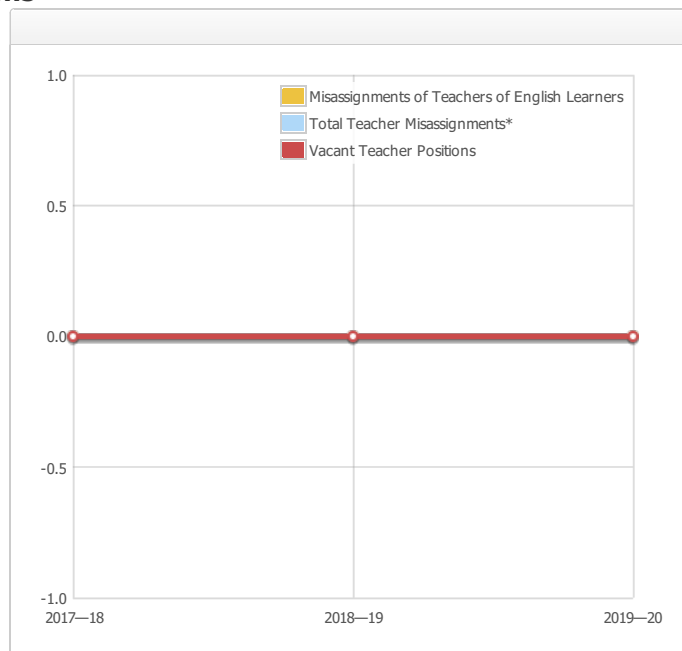
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	2	1	1	2
Without Full Credential	1	2	3	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/21/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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.

Last updated: 1/21/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019-20)

February 12, 2020

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Scholastic News Read Naturally Houghton Mifflin A Legacy of Literacy, 2003 MacDougall Littel, Language of Literature, 2003 English IV , Character-Based Literacy Houghton Mifflin, California Collections Common Core Standards Plus Math	Yes	0.00 %
Mathematics	Sumdog MacMillan McGraw California Math (2008) Leopard MacMillan McGraw , California Math, Course 1 (2008) MacDougall Littel, CA Math 2008, Course 2 MacDougall Littel, CA Math 2008 Algebra 1 MacDougall Littel, CA Math 2008 Geometry Glencoe McGraw Hill, Algebra Readiness	Yes	0.00 %
Science	Scholastic News Read Naturally Scholastic: Science World and Super Science Harcourt : CA Science 2007 (Ram) Harcourt : CA Science 2007 Holt , Reinhart, Physical Science, CA Edition 2007 Holt , Reinhart , Life Science CA Edition Holt , Reinhart , Earth Science, CA Edition Holt , Reinhart , Winston, Biology, CA Edition Holt, Reinhart, Physical Science, CA Edition	Yes	0.00 %
History-Social Science	Scholastic News Read Naturally Harcourt Brace California: A Changing State Harcourt Brace: U.S. Making A Nation Harcourt Brace: Ancient Civilization MacDougall Littel: World History, Medieval and Modern Times MacDougall Creating America AGS World History AGS US History AGS US Government AGS Economics	Yes	0.00 %
Foreign Language	Not applicable		0.00 %
Health	Integrated into the curriculum.	Yes	0.00 %
Visual and Performing Arts	Integrated into the curriculum	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/21/2020

Page 5

School Facility Conditions and Planned Improvements

Agenda Item 3.C

February 12, 2020

The Facilities Inspection Tool (FIT) that was completed in December of 2019 indicates that all areas of the campus are in good repair. Clearlake Creativity School is a beautiful and modern facility where student safety and cleanliness are top priorities. The Lake County Office of Education provides timely maintenance whenever a need arises. Due to the nature of our students, emotional out bursts often result in property destruction, but it is always repaired and reinforced quickly. This year the sprinklers were repaired because they were spraying water inefficiently. Work on the roof of CCS was done in the fall. Hardware that runs our cameras were replaced as well, which allows staff to monitor or replay any events that occurred during the school day both inside and outside of the building. Weather stripping was placed on the therapist's door, eliminating access for bugs and insect s. Air quality came to the school to check the air quality, per principal and human resource director's request . Result s of this check showed that the air is fine, but included recommendations for keeping the air clean. Several locks around the perimeter of the school and on sheds were broken into. They were promptly replaced. Local law enforcement suggested installing motion detect or lights in case locks are removed in the future.

Perimeter fences that had holes in them were recently repaired and mended.

There is a custodian who comes through the campus daily and keeps the interior of the school clean. There is a plan to repaint the hallway of the school during the winter break, as well as lay gravel in a remote parking lot so that no one slips during the rainy season.

Drinking fountains inside the school and a lock on the men's restroom were both recently fixed.

Unfortunately the school is located not too far from a transient population, and miscellaneous items have been found after weekends that are left around the school. The addition of perimeter locks around the two gates has really cut down on trespassers and various paraphernalia being left on school grounds during weekends.

As part of t he LCAP, (Local Control Area Plan), the garden will be revitalized in the spring. Upcoming projects in the garden area, beyond replanting the beds with a variety of flowers, fruits, vegetables and herbs include a new fence and replacing decaying garden borders with new wood. The school is also in the process of selecting a new playground to be installed in the beginning of the 2020 - 2021 school year.

Last updated: 1/21/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	NA
Interior: Interior Surfaces	Good	There is a hole in the wall in the Honor's Room that needs to be repaired. Wall behind occupational therapist's swing could benefit from installation of wooden brace to protect it from damage. Tear in wallpaper behind sofa in Honor's Room Linoleum on floors in Honor's Room is torn and has divets and is ripped in places. It has holes.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	NA
Electrical: Electrical	Good	Face plate for electrical out let in Honor's Room needs to be replaced because it is cracked.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	New lock on boys' restroom was just installed. Water fountains were just fixed inside hallway between restrooms. There is a broken wash basin in the girls' restroom which a part had to be ordered. There is a table basin in there temporarily while the replacement is being ordered.

Agenda Item 3.C
February 12, 2020

Safety: Fire Safety, Hazardous Materials	Good	NA
Structural: Structural Damage, Roofs	Good	Rain gutters would be useful during the winter months. There is a quarter size hole in the wall outside of high school room.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The installation of a new playground structure is in the planning stages and is anticipated for the 2020 - 2021 school year. Outdoor waterfountain is not working.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
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Last updated: 1/21/2020

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 ELA and Mathematics for All Students
 Grades Three through Eight and Grade Eleven
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	0%	0%	0%	6%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	0%	0%	0%	0%	38.0%	39.0%

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.

Last updated: 1/21/2020

**CAASPP Test Results in ELA by Student Group
 Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	14	14	100.00%		0.00%
Male	11	11	100.00%		0.00%
Female	--	--	--		
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian					
Filipino					
Hispanic or Latino	--	--	--		
Native Hawaiian or Pacific Islander					
White	--	--	--		
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	12	12	100.00%		0.00%
English Learners	--	--	--		
Students with Disabilities	12	12	100.00%		0.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless	--	--	--	--	--

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.

Last updated: 1/21/2020

**CAASPP Test Results in Mathematics by Student Group
 Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	14	14	100.00%		0.00%
Male	11	11	100.00%		0.00%
Female	--	--	--		
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian					
Filipino					
Hispanic or Latino	--	--	--		
Native Hawaiian or Pacific Islander					
White	--	--	--		
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	12	12	100.00%		0.00%
English Learners	--	--	--		
Students with Disabilities	12	12	100.00%		0.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless	--	--	--	--	--

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.

Last updated: 1/21/2020

**CAASPP Test Results in Science for All Students
 Grades Five, Eight and High School
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/21/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

Clearlake Creativity School works in close partnership with the Workability Program. The purpose of the Workability Program is to prepare students for college and career after high school. All students at the Creativity School have IEP's (Individualized Education Plans) which are uniquely designed to fit the unique needs, skills, and interests of each student. These IEP's contain transition goals which aim to focus students on life beyond high school. Interest surveys, college and/or career research, and job opportunities in the community are all a part of both the Workability Program as well as the IEP process.

Last updated: 1/21/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/21/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018–19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: 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.

Last updated: 1/21/2020

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 2019—20)

The Clearlake Creativity School believes that the most influential factor in a child's life is his/her parent(s)/guardians, and encourages close partnerships with each child and his/her family. Throughout the year there are many opportunities to become involved with each child's education. For example, parents are always welcome at any time on the CCS campus. It is not uncommon for parents to attend class with their child for varying reasons. Additionally, each child has an IEP (Individualized Education Program) which means that the parent is a mandatory part of the IEP process. In other words, the child's plan for their education cannot be conducted without input from the parent. Changes or a review of the IEP occur a minimum of one time per year, but IEP meetings for a child are often held far more often than one time per year.

As of the time that this SARC is being written, parents have been involved in Back To School Night, a Thanksgiving Feast/Talent Show, and a Christmas/Holiday gathering. Parents voted on who they wanted to represent them on the School Site Council, and monthly meetings with at least one parent representative have been occurring regularly. Parents are always welcome and encouraged to visit and support their child while at school.

State Priority: Pupil Engagement

Last updated: 1/21/2020

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

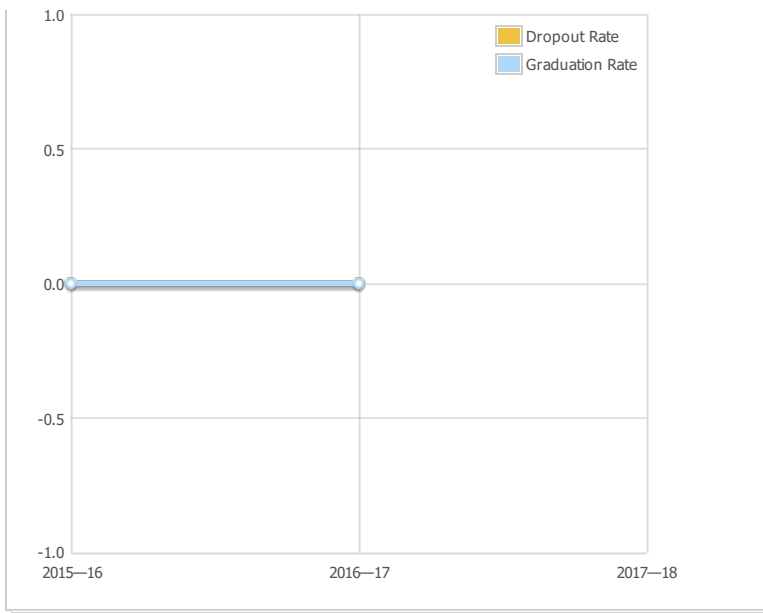
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	0.00%	9.70%
Graduation Rate	0.00%	--	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	--	0.00%	--	9.10%	9.60%
Graduation Rate	0.00%	--	--	--	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/7/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	24.10%	39.50%	34.40%	14.80%	25.70%	31.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/21/2020

School Safety Plan (School Year 2019—20)

The Clearlake Creativity School Staff have worked diligently to put safety at the forefront of the school's mission. The school has conducted monthly drills centered around student and staff safety, including: fire drills, participation in the "Great American Shakeout" (earthquake drill), and one lockdown drill. CCS will continue to hold monthly drills (fire, earthquake and lockdown) throughout the remainder of the year.

On January 30, 2020 the Creativity School will have a School Site Council meeting in which the school's safety plan will be reviewed and updated. The plan will be reviewed by local law enforcement for suggestions. Rob Young, the district liaison in charge of safety will attend and advise the school site council regarding best practices in addressing the safety plan.

Upon a review of student attendance data (2018 - 2019) using the student information system (ARIES), it was noticed that there was a significant increase in the number of unexcused tardies from last year to this year. While one or two students can dramatically affect the percentage of overall tardies in a small school, the staff still discussed the concern and decided to offer weekly and monthly attendance recognition and awards in a hope to minimize unexcused tardies and improved overall attendance. Since implementing positive recognition for perfect attendance, the Creativity School has dramatically reduced the number of tardies and unexcused absences.

Monthly student surveys reflect how students feel cared for by the staff at school and encouraged to do their best. There is a place for feedback at the bottom of the surveys, and results are discussed and analyzed for improvement at School Site Council (SSC) and staff meetings.

Last updated: 1/21/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**	6.00	7		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**	6.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	5.00	2		
Other**	7.00	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

February 12, 2020

Agenda Item 3.C

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English	2.00	3		
Mathematics	2.00	3		
Science		3		
Social Science	1.00	3		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English	2.00	3		
Mathematics	4.00	3		
Science	1.00	3		
Social Science	1.00	3		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English	2.00	3		
Mathematics	5.00	3		
Science	2.00	3		
Social Science	2.00	3		

* 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.

Last updated: 1/21/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	1.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/21/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.80
Social Worker	1.00
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.00

*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.

Last updated: 1/21/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Agenda Item 3.C

February 12, 2020

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$39229.10	\$276210.10	--	\$62000.40
District	N/A	N/A	--	\$61941.60
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	--
Percent Difference – School Site and State	N/A	N/A	-200.00%	-9.90%

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

Last updated: 1/21/2020

Types of Services Funded (Fiscal Year 2018—19)

The Clearlake Creativity School has been successful in providing the skills that are necessary for the ED (emotionally disturbed) population that it serves to be successful, due to the targeted programs and services implemented at CCS. The low student to staff ratio of 7:3 (elementary), 8:3 (middle), and 12:3 (high school), is a service that goes beyond that in a general education setting. This allows for more individualized attention to each student, enabling coping skills to be taught or behaviors to be caught before they become a problem. In addition to the low student to staff ratio, CCS also boasts a full time therapist who provides intensive and individualized cognitive behavioral therapy (CBT) support for a minimum of one hour per week. A .8 FT E school psychologist is on staff to assist with problem behaviors, aide in counseling, support the administration, teach the TIERS program to staff, and help with behavioral data. The school psychologist also conducts valuable psychological testing needed for students' IEP's, which give rise to Behavior Intervention Plans and behavior goals. All of these services help to support students and staff alike in redirecting students away from antisocial behaviors.

The cornerstone of the CCS school is our TIERS program, founded by Diana Browning-Wright. The CCS staff attends an annual TIERS training, and continues this training throughout the school year at weekly staff meetings. The program is designed specifically for the ED population and has a positive and multi-faceted approach. Tenets of the program include tracking behaviors and rewarding students who obtain a minimum of 80% daily with honors activities, bonus points and prizes from the student store. A token economy is used to motivate students, as are weekly outings for students on the 2nd tier (level) of the program. The program has a total of 3 tiers, with the 3rd tier considered to be the "natural" level whereby students are on track to return to their homeschool in a general education setting.

Each level of the program comes with its own supports, designed to develop prosocial skills and behaviors. If a student is unsuccessful or doesn't advance to the second tier of the program, additional and more intensive supports are provided. The same occurs in the third phase of the program if the student doesn't progress after the second set of supports are added.

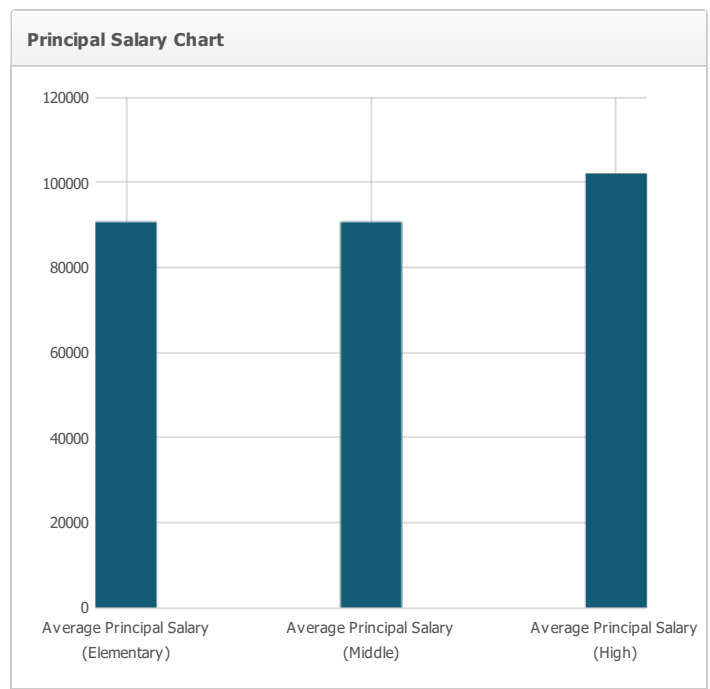
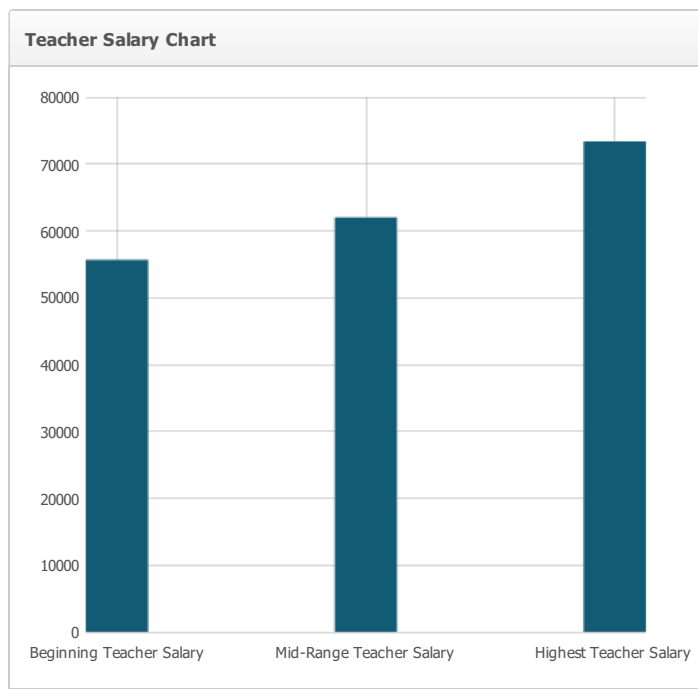
Title 1 funding is used to provide our annual summer school program which helps students to retain skills and habits that they have learned during the prior academic year. Summer school/ESY (Extended School Year) also helps students to regress before the next school year begins.

Last updated: 1/21/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,654	--
Mid-Range Teacher Salary	\$62,000	--
Highest Teacher Salary	\$73,373	--
Average Principal Salary (Elementary)	\$90,654	--
Average Principal Salary (Middle)	\$90,654	--
Average Principal Salary (High)	\$102,034	--
Superintendent Salary	\$159,367	--
Percent of Budget for Teacher Salaries	0.00%	--
Percent of Budget for Administrative Salaries	0.00%	--

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



Last updated: 1/21/2020

Advanced Placement (AP) Courses (School Year 2018—19)

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	0.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/21/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2