

Clearlake Creativity School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Clearlake Creativity School
Street	6945 Old Highway 53
City, State, Zip	Clearlake, CA 95422
Phone Number	707-995-9523
Principal	Jeff Rogers
E-mail Address	jrogers@lakecoe.org
Web Site	www.lakecoe.org
CDS Code	0128231

District Contact Information	
District Name	Lake County Office of Education
Phone Number	(707) 262-4100
Superintendent	Brock Falkenberg
E-mail Address	bfalkenberg@lake-coe.k12.ca.us
Web Site	www.lake-coe.k12.ca.us

School Description and Mission Statement (Most Recent Year)

The mission of Clearlake Creativity School is to draw on the universal strength of creativity through project-based learning, the arts, and technology to engage students in academic and entrepreneurial experiences in creative, meaningful ways.

Creativity is the foundation of the Clearlake Creativity School and underlies our commitment to do whatever it takes to make a difference in the life of a student. Often, our students' strengths lie in areas that are not typically emphasized in the traditional classroom. Project-based learning is tied to the Common Core State Standards and the development of vocational and entrepreneurial skills are designed to engage students in the classroom and in our communities in a meaningful, positive, creative way. At Clearlake Creativity School, students engage in gardening, campus jobs, WorkAbility training, and counseling services. Clearlake Creativity School educationally serves students in the K-12 Grades. The school serves students whom have a diagnosis of Emotional Disturbance and have been referred from school districts and approved for attendance through the SELPA office.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	
Grade 1	
Grade 2	2
Grade 3	1
Grade 4	
Grade 5	
Grade 6	4
Grade 7	
Ungraded Elementary	
Grade 9	1
Grade 10	5
Grade 11	
Grade 12	1
Ungraded Secondary	
Total Enrollment	14

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	7.1
Asian	0.0
Filipino	0.0
Hispanic or Latino	7.1
Native Hawaiian or Pacific Islander	0.0
White	85.7
Two or More Races	0.0
Socioeconomically Disadvantaged	71.4
English Learners	0.0
Students with Disabilities	100.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential			1	
Without Full Credential			1	
Teaching Outside Subject Area of Competence (with full credential)			1	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners		0	
Total Teacher Misassignments *		1	
Vacant Teacher Positions		0	

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 9/25/2013

Until recently, students have been sharing textbooks, however additional textbooks have been ordered to ensure ALL students have their own textbook in each curriculum area.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 2-6 Houghton Mifflin: A Legacy of Literacy, 2003 Grade 7 & 8 McDougal Littell: Language of Literature, 2002 Grades 9-12 SCU Markula Center for Applied Ethics: Character Based Literacy (complete series).	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Grades 2-5 MacMillan/McGraw Hill: Mathematics, 2008 Grade 6 McDougal Littell: Ca Mathematics, Course 1, 2008 Grade 7 McDougal Littell: CA Mathematics, Course 2, 2008 Grade 8 McDougal Littell: CA Mathematics, Algebra 2008 Algebra McDougal Littell: CA Mathematics, Algebra 2008 Geometry McDougal Littell: CA Mathematics, Geometry 2008	Yes	0
Science	Grades 2-6 Harcourt School Publishers: Science 2007 Grade 7 Holt, Reinhart, Winston: CA Edition, 2007 Physical Science Grade 8 Holt, Reinhart, Winston: CA Edition, 2007 Life Science Grade 9 Holt, Reinhart, Winston: CA Edition, 2007 Earth Science Grade 10 Holt, Reinhart, Winston: CA Edition, 2007 Biology Grade 11 Holt, Reinhart, Winston: CA Edition, 2007 Physical Science	Yes	0
History-Social Science	Grade 2 Harcourt School Publishers, Reflections: California 2007: People We Know Grade 3 Harcourt School Publishers, Reflections: California 2007: Our Communities Grade 4 Harcourt Brace: CA: A Changing State, 2007 Grade 5 Harcourt Brace: US: Making a Nation, 2007 Grade 6 Harcourt Brace: Ancient Civilization, 2007 Grade 7 McDougal Littell: World History, 2006 Grade 8 McDougal Littell: Creating America, 2006 Grade 10 AGS Publishing: World History, 2001 Grade 11 AGS Publishing: US History, 2001 Grade 12 AGS Publishing: US Government, 2001 Grade 12 AGS Publishing: Economics, 2001	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	Supplies Available	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/10/2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)					21		60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	
All Student at the School	
Male	
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	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts									
Mathematics									
History-Social Science									

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide			
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts					26	22	56	57	56
Mathematics				11	8	10	58	60	62

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	0	0		0	0	
All Students at the School	0			0		
Male						
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						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Clearlake Creativity School provides ample opportunities for parental involvement. Parents are encouraged to visit the school at anytime to talk with staff or volunteer in classrooms. Parents may seek a position on the School Site Council and attend quarterly stakeholder meetings. Parents are invited to attend conferences and meetings with their child’s teacher throughout the school year. Several days are set aside for parents to visit the school, such as: Open House, Ice Cream Socials, Thanksgiving Feast, and field trips. For more information on how to become involved, contact Jeff Rogers at (707) 995-9523 extension 404.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate									
Graduation Rate									

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions			38.1	16.5	19.0	23.3	5.7	5.1	4.4
Expulsions			0.0	1.4	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

At Clearlake Creativity School, safety of students and staff is of utmost importance. The school prides itself with being in compliance with all laws, rules, and regulations concerning school safety. The School Site Safety Plan is being written and will be adopted by May 1, 2015. The report will be communicated with all classified and certificated staff members, as well as parents who wish to review it. The school's disaster preparedness plan includes steps for ensuring students', and staffs', safety during an emergency. Fire and evacuation drills are conducted on a regular basis throughout the school year. All students are supervised before, during, and after school. All visitors must check in at the office before walking around the campus, and will be escorted by a staff member.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met Graduation Rate (if applicable)		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12			2012-13			2013-14					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2								2	5			
3								1	5			
4												
5												
6								2	11			
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	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								6	1			
Mathematics								6	1			
Science								6	2			
Social Science								6	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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	12
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "----" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	32,557	25,823	6,734	N/A
District	---	---		
Percent Difference: School Site and District	---	---		N/A
State	---	---	\$4,690	
Percent Difference: School Site and State	---	---	43.6	N/A

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

These funds provide a highly structured therapeutic educational environment with small group and individualized instruction, therapy, and positive behavior intervention services, for the successful implementation and fulfillment of the individualized education plans of enrolled students with intensive emotional/social and therapeutic needs.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

Advanced Placement Courses (School Year 2013-14)

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

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

The primary focus for staff professional development is school, personal, and student safety followed by student engagement and positive behavior. Based on these focuses, professional development has included:

- Pro-ACT training: de-escalation, evasion, and restraint.
- TIERS for Students w/Emotional/Behavioral Disorders:Response to Intervention in Restrictive Settings
- Aeries user training.

These trainings are typically done at workshops; however some are completed over the computer as independent study.