

Clearlake Creativity

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/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](#) 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 Clearlake Creativity School is located in Clearlake, California, and has served as a regionalized program for the students of Lake County for the past four 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 consists 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.

Principal's Comment

Phoenix Rising

Contact

Clearlake Creativity
6945 Old Highway 53
Clearlake, CA 95422-9381

Phone: 707-995 - 9523
E-mail: stan@lakecoe.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Lake County Office of Education
Phone Number	(707) 262-4100
Superintendent	Brock Falkenberg
E-mail Address	bfalkenberg@lakecoe.org
Web Site	http://www.lake-coe.k12.ca.us

School Contact Information (School Year 2017-18)	
School Name	Clearlake Creativity
Street	6945 Old Highway 53
City, State, Zip	Clearlake, Ca, 95422-9381
Phone Number	707-995 - 9523
Principal	Shelley Tan
E-mail Address	stan@lakecoe.org
Web Site	http://www.lakecoe.org
County-District-School (CDS) Code	17101730128231

Last updated: 1/28/2018

School Description and Mission Statement (School Year 2017-18)

The mission of the Clearlake Creativity School (CCS) is to enable students to regulate their emotions, as well as to learn social skills that will enable them to return to a general education setting in their home district. In addition, the goal for all our students is to be prepared for college and career utilizing the Common Core State Standards, project based learning, and critical thinking skills.

The mission is accomplished through the use of the nationally renowned, research-based program for students with emotional/social disabilities known as Tiers of Intensive Educationally Responsive Services (Tiers).

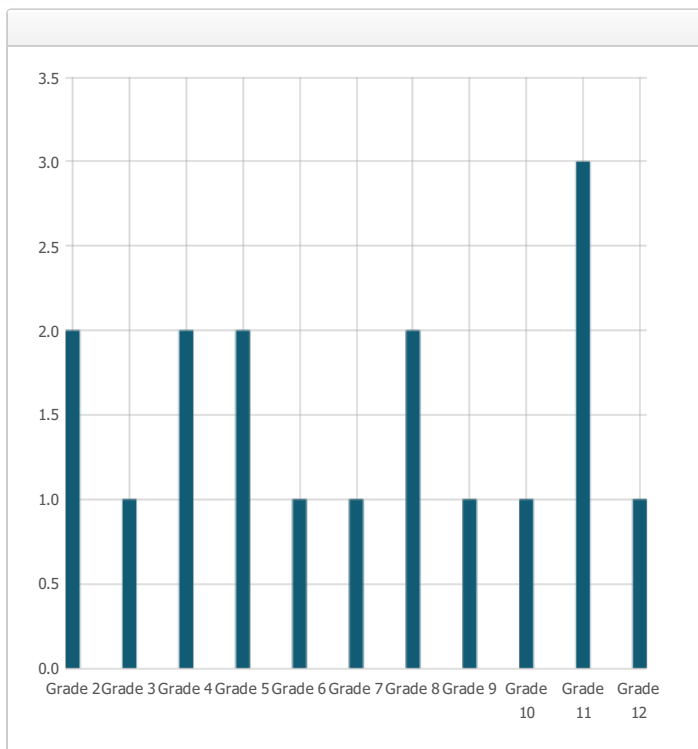
Clearlake Creativity School takes pride in offering its students no fewer than 14 supports at the first stage of its program. The staff to student ratio is very high, with our elementary class (K - 3) having no more than 7 students. Our middle school class (grades 4 - 8) has a maximum of 7 students, and our high school (9 - 12) has a limit of 12 students. Each classroom has one special education teacher, a rehabilitation specialist, and an instructional aide. In addition, there is a full time Marriage and Family Therapist (MFT) who meets for a minimum of one hour per week with each student and upon request. Creativity School also employed an additional staff member this year by hiring a school psychologist to serve the students at CCS 4 days per week.

Additionally, CCS shares a building with the Special Education Local Plan Area (SELPA) office where on site support from the county's SELPA director and program specialist are routinely available.

Last updated: 1/28/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 2	2
Grade 3	1
Grade 4	2
Grade 5	2
Grade 6	1
Grade 7	1
Grade 8	2
Grade 9	1
Grade 10	1
Grade 11	3
Grade 12	1
Total Enrollment	17



Last updated: 1/28/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	5.9 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	5.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	58.8 %
Two or More Races	23.5 %
Other	5.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	58.8 %
English Learners	0.0 %
Students with Disabilities	100.0 %
Foster Youth	11.8 %

Last updated: 2/12/2018

A. Conditions of Learning

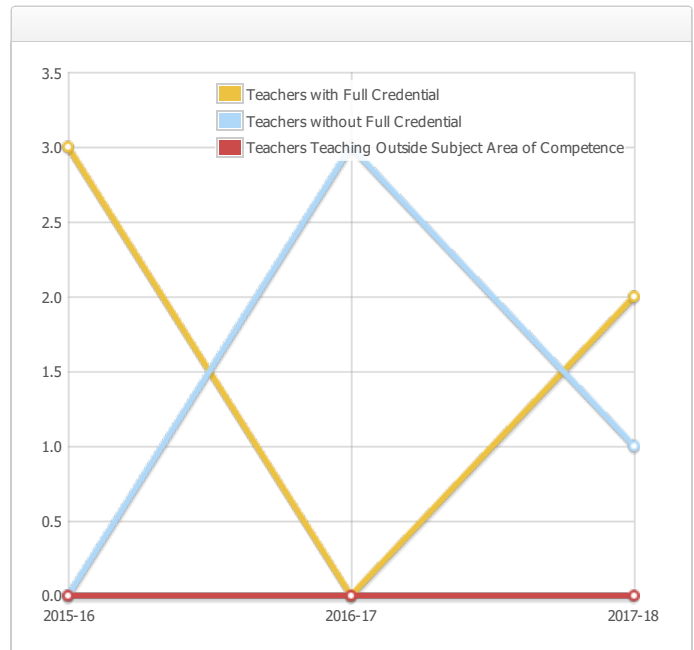
State Priority: Basic

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

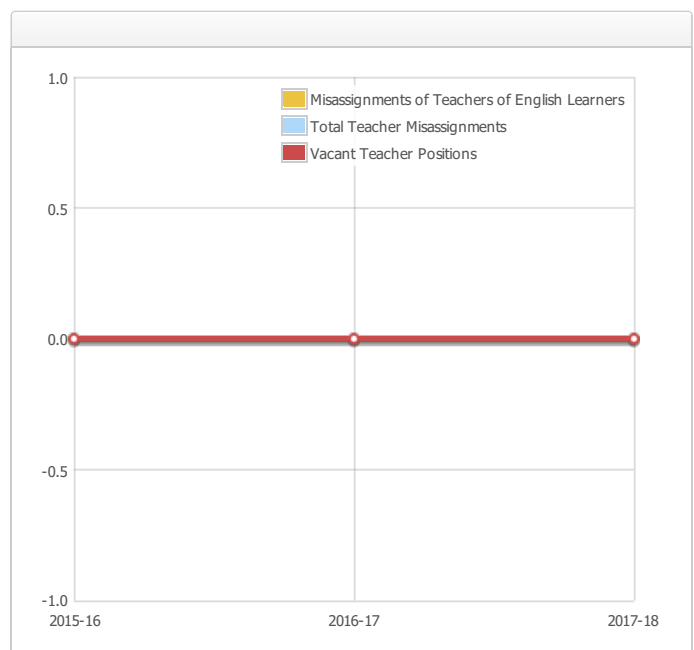
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	3	0	2	2
Without Full Credential	0	3	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/12/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 2/12/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: September 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Scholastic New York Times Up Front 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	0.0 %
Mathematics	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 MacDougall Littel, CA Math 2008 Algebra I MacDougall Littel, CA Math 2008 Geometry Glencoe McGraw2 Hill, Algebra Readiness	Yes	0.0 %
Science	Scholastic: Scholastic Weekly Science Magazine Harcourt: CA Science 2007 (Ram) Harcourt: CA Science 2007 (Trilobite) 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	0.0 %
History-Social Science	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	0.0 %
Foreign Language	NA		0.0 %
Health	Integrated into the curriculum.		0.0 %
Visual and Performing Arts	NA		0.0 %

Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

Last updated: 2/12/2018

School Facility Conditions and Planned Improvements

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 outbursts often result in property destruction, but it is always repaired and reinforced quickly. This year the hallway outside classrooms had walls reinforced/upgraded by installing an extra layer of wood paneling and sheet rock where students are able to scratch and destroy these surfaces. In addition, the interior of the "folders" room was resurfaced to make it nearly impossible for students to destroy any of the walls. Work requests are placed by the secretary to the maintenance department when needed for any repair.

Last fall the maintenance department upgraded the landscaping to include garden beds lined with bark. They took out old shrubs and the updated look is now much cleaner looking. A custodian comes through the CCS campus daily, and does a fantastic job keeping the school clean on the interior.

Unfortunately the school is located not too far from a transient population, and miscellaneous items are often found after weekends that are left around the school. Many of these items are not suitable for children, and the perimeter of the school is routinely scanned for garbage before the start of the school day. The electrical sockets on the outside of the building have been pulled out of the wall, and part of the screen of the locked gate has been pulled back to allow entry into the schoolyard.

As part of the 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.

Last updated: 2/12/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	New sink in boys bathroom (2017) Plumbing repairs in girls bathroom (2017) HVAC (August 2017)
Interior: Interior Surfaces	Good	New LED lighting system and fixtures put in (Fall 2017 and Jan. 2018)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Gates have been weakened due to improper use and transients pulling on them to gain entry into the school grounds.

Overall Facility Rate

Year and month of the most recent FIT report: September 2017

Overall Rating	Good
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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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)		0%		6%	48%	48%
Mathematics (grades 3-8 and 11)		0%	5%	0%	36%	37%

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.

Last updated: 2/12/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14		78.57%	--
Male	13	--	76.92%	--
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	13		84.62%	--
Students Receiving Migrant Education Services				
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.

Last updated: 2/12/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14		78.57%	--
Male	13	--	76.92%	--
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	13		84.62%	--
Students Receiving Migrant Education Services				
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.

Last updated: 2/12/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)				0.0%	56%	54%

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/30/2018

Career Technical Education Programs (School Year 2016-17)

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: 1/30/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/30/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

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.

Last updated: 1/30/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

The Clearlake Creativity School believes that the most influential factor in a child's life is their 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", and a Christmas/Holiday gathering. Parents voted on who they wanted to represent them on the School Site Council, and monthly meetings with a least one parent representative have been occurring regularly. Last, a Nurturing Parenting class is beginning January 22, and a minimum of 7 classes will be available to parents. In the spring when the garden work begins, parents will be encouraged to come and help with spring planting. The end of the year will culminate with a barbeque dinner and Open House Celebration.

In addition to daily behavior notes, and parent phone calls, a monthly school newsletter has begun sending home updates centered around school activities. This newsletter serves to keep parents informed of events and activities that are occurring school wide.

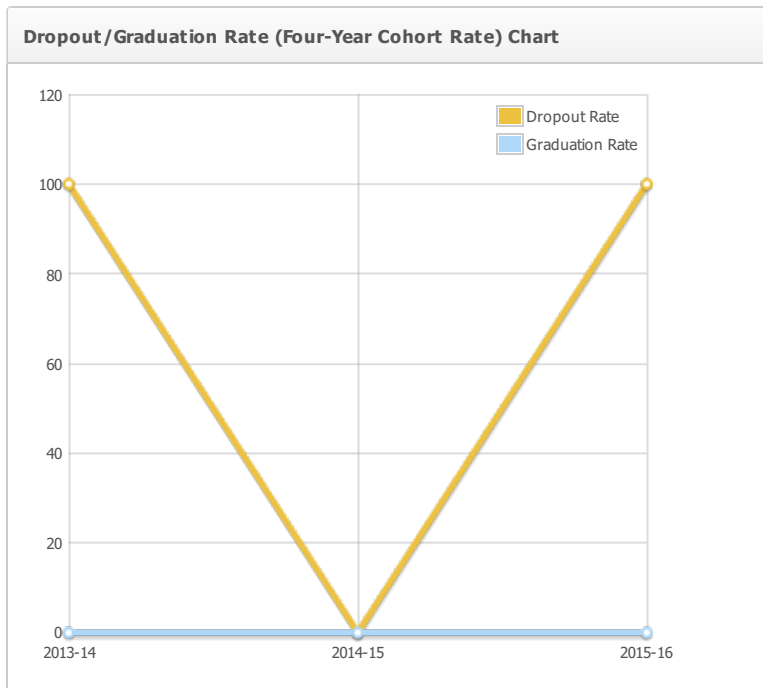
State Priority: Pupil Engagement

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	100.0%	0.0%	100.0%	64.0%	0.0%	71.4%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	12.0%	41.7%	28.6%	81.0%	82.3%	83.8%



Last updated: 1/30/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	--	33.3%	87.1%
Black or African American	--	0.0%	79.2%
American Indian or Alaska Native	--	0.0%	80.2%
Asian	--	0.0%	94.4%
Filipino	--	0.0%	93.8%
Hispanic or Latino	--	50.0%	84.6%
Native Hawaiian or Pacific Islander	--	0.0%	86.6%
White	--	0.0%	91.0%
Two or More Races	--	0.0%	90.6%
Socioeconomically Disadvantaged	--	33.3%	85.5%
English Learners	--	0.0%	55.4%
Students with Disabilities	--	0.0%	63.9%
Foster Youth	--	--	--

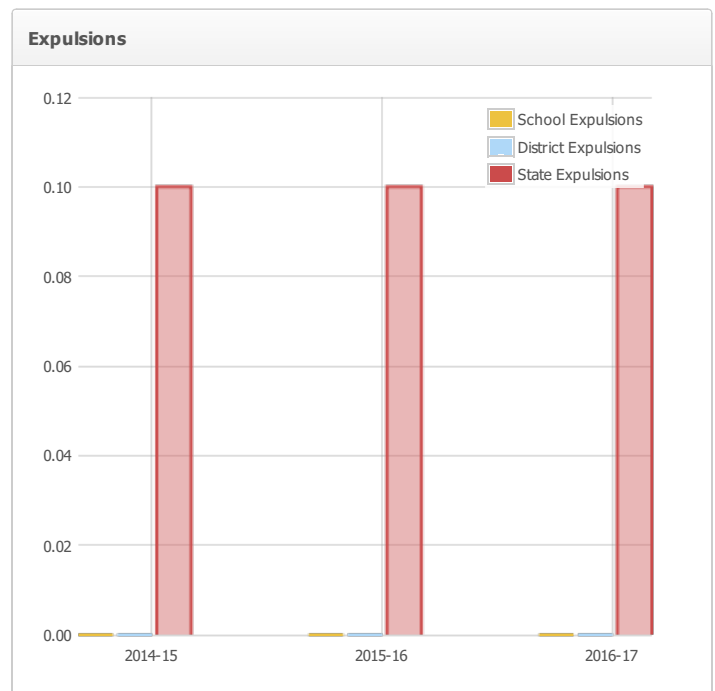
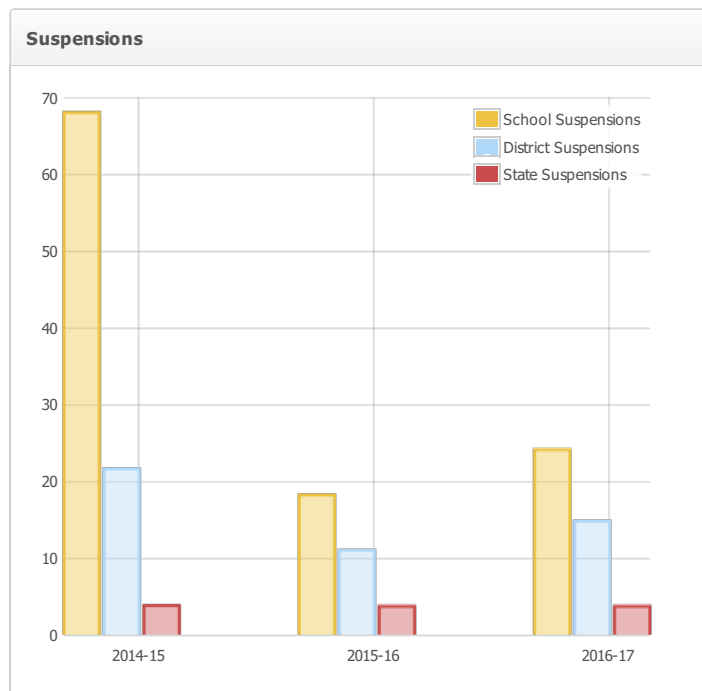
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	68.0%	18.2%	24.1%	21.6%	11.0%	14.8%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/30/2018

School Safety Plan (School Year 2017-18)

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, participating 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 (date) CCS had a staff meeting with Rob Young, Director of Safety from the Lake County Office of Education, to review best practices and policies around lockdown procedures. Officer Greene also participated in the lockdown drill along with Rob Young to provide suggestions and familiarize themselves with the safety plan specific to CCS.

On January 25, 2018 the School Site Council will review and make recommendations to the current safety plan. At the February School Site Council meeting, the council will be asked to approve the revisions to the safety plan for the remainder of the 2018 school year.

Last updated: 1/30/2018

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

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	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Last updated: 1/30/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	7.0	6	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	6.0	7	0	0

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

Last updated: 1/30/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	7.0	2	0	0	5.0	2	0	0	2.0	3	0	0
Mathematics	7.0	2	0	0	5.0	2	0	0	2.0	1	0	0
Science	11.0	1	0	0	8.0	1	0	0	0.0	0	0	0
Social Science	11.0	1	0	0	8.0	1	0	0	1.0	1	0	0

* 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: 1/30/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.8	N/A
Social Worker	1.0	N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	4.0	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.

Last updated: 1/28/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$37361.0	\$263057.2	--	\$59048.0
District	N/A	N/A	\$30770.0	\$58992.0
Percent Difference – School Site and District	N/A	N/A	-200.0%	--
State	N/A	N/A	\$6574.0	\$69964.0
Percent Difference – School Site and State	N/A	N/A	-200.0%	-9.9%

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

Last updated: 2/12/2018

Types of Services Funded (Fiscal Year 2016-17)

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 and middle) and 12:3 (high school), is a service that goes beyond that in a general education setting. This allows for more individualized attention for 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 FTE 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 a two day TIERS training annually with Diana Browning-Wright, 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 home school 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.

Last updated: 2/12/2018

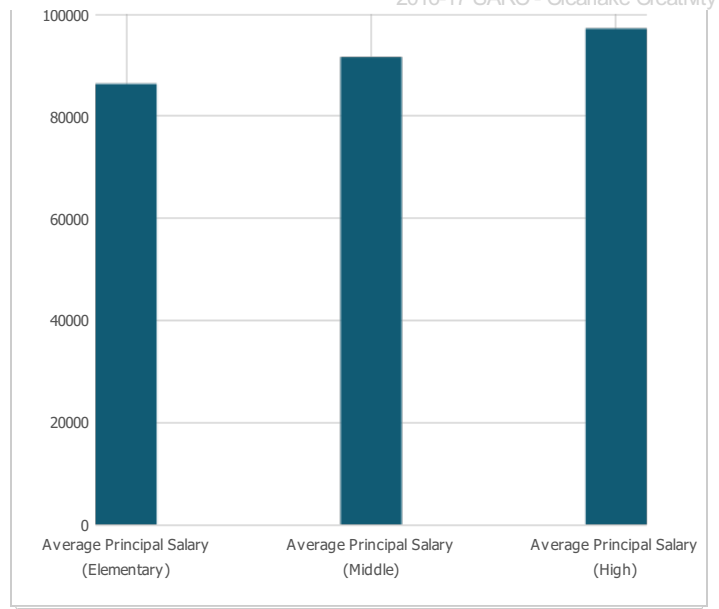
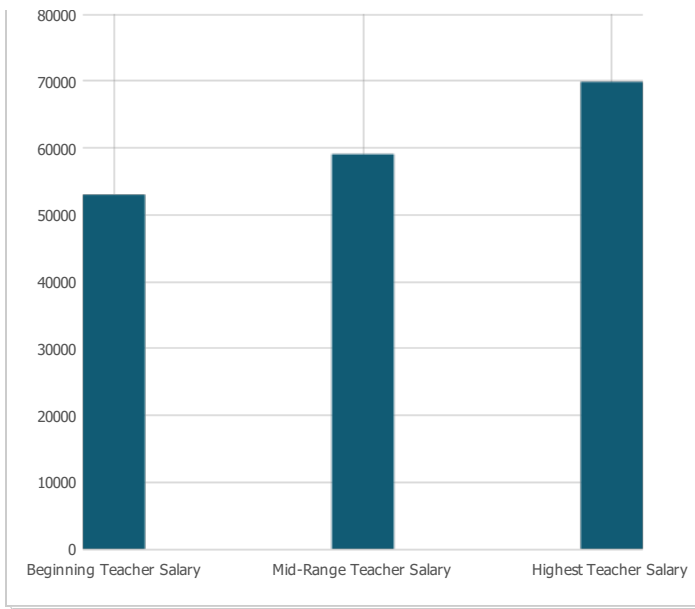
Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,004	--
Mid-Range Teacher Salary	\$59,048	--
Highest Teacher Salary	\$69,879	--
Average Principal Salary (Elementary)	\$86,337	--
Average Principal Salary (Middle)	\$91,595	--
Average Principal Salary (High)	\$97,175	--
Superintendent Salary	\$	--
Percent of Budget for Teacher Salaries	0.0%	--
Percent of Budget for Administrative Salaries	0.0%	--

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 2/12/2018

Advanced Placement (AP) Courses (School Year 2016-17)

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	0.0%

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

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

Last updated: 2/12/2018

Professional Development

Professional development has been provided at the onset of each school year at a TIERS training given by Diana Browning-Wright. In depth and ongoing professional development occurs at weekly staff meetings provided by the school administration and school psychologist. Implementation of the program is closely monitored by observations done weekly in each classroom. The goal of the school is to implement the TIERS program with fidelity and in a positive manner. Diana Browning Wright's program advocates project based learning and highly engaging lessons. School staff has taken turns providing project based learning lessons at weekly staff meetings for implementation in the classroom. Weekly lesson plans are turned in as part of a mandatory practice, and include the CCSS (common core state standards) to ensure that engaging lessons are also including the state mandated curricular requirements.

Additionally, professional development has been provided through support from the county office regarding the NGSS (Next Generation Science Standards). Additional support with the NGSS standards is in the process of being scheduled.

The principal has taken advantage of numerous professional development opportunities as well, and has provided this information to the staff. Professional development that has been shared with the staff include regulations and best practices surrounding the proper implementation of special education law and writing IEP's. Professional development related to topics in special education was provided through Sonoma County's School and College Legal Services.

A new special education information system (SEIS) was implemented this year, and teachers and administrators attended workshops to learn this new program.

Student performance data (Smarter Balanced Assessment Consortium and benchmark assessments) were used to determine areas of need for academic growth. Formal academic testing through the IEP process have also aided in determining specific areas of academic need.

Last updated: 2/12/2018