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# Twin Rivers Unified School District Creative Connections Arts Academy

CDS Code: 34-76505-0108795

K-5 Address: 7201 Arutas Drive, North Highlands, CA 95660  
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## 2014-15 School Accountability Report Card Published in 2015-16 School Year

### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage 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.

### Principal's Message

Creative Connections Arts Academy (CCAA) is a K-12 charter school of the Twin Rivers Unified School District. Staff, parents, and community are committed to working in partnership to provide an alternative to the traditional school experience. Since opening the K-8 program in 2005, our goal continues to be offering an instructional program infused with the arts and high academic standards in a safe environment. In 2010, the growth of our program expanded to include a high school curriculum which is housed on a second site. Subsequently, CCAA graduated its first class in 2013 with 100% of our high school graduates being college and career ready in the 21st century. In the ninth year since its inception, Creative Connections Arts Academy operates on a 3+2+1 formula that works for our students and families. We provide curriculum for three levels (elementary, middle school and high school), on two sites, which works out to be one awesome integrated arts program.

### School Mission Statement

"To inspire every student every day to extraordinary achievement through the arts." We believe that the use of flexible scheduling, extended academic opportunities, low teacher-student ratio, and parental involvement, as well as, the focus on visual and performing arts will benefit all students.

### District & School Profile (School Year 2015-16)

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.



## Enrollment By Ethnicity Or Student Group (School Year 2015-16)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	13.0%
American Indian or Alaska Native	1.4%
Asian	2.2%
Filipino	1.4%
Hispanic or Latino	31.6%
Native Hawaiian or Pacific Islander	1.4%
White	44.4%
Two or More Races	4.6%
English Learners	8.4%
Socioeconomically Disadvantaged	64.3%
Students with Disabilities	7.9%
Foster Youth	0.8%

## School Enrollment & Attendance (School Year 2014-15)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
K	49	46	50
1st	56	55	49
2nd	55	56	53
3rd	56	56	56
4th	56	61	59
5th	64	58	64
6th	57	54	48
7th	59	57	61
8th	55	58	59
9th	51	47	37
10th	42	39	33
11th	19	35	35
12th	12	26	33

## 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.

## Highly Qualified Teachers (School Year 2015-16)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	93.1%	6.9%
All Schools in District	78.5%	21.5%
High-Poverty Schools in District	78.5%	21.5%
Low-Poverty Schools in District	N/A	N/A

## Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	0	29	30	1270
Without Full Credentials	0	0	3	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	43

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Misassignments/Vacancies		
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	1
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>1</b>
Vacant Teacher Positions	0	0	0

## Instructional Materials (School Year 2015-16)

Twin Rivers Unified held a public hearing on October 6, 2015, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators.

All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in June 2015, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-12th	ELD	National Geographic / Hampton Brown	2008	Yes	0.0%
K-6	English/ Language Arts	MacMillan/ McGraw-Hill CA Treasures	2010	Yes	0.0%
7th-12th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
12th	Health	Holt	2004	Yes	0.0%
10th-12th	History/Social Science	Glencoe/ McGraw Hill	2006	Yes	0.0%
10th-12th	History/Social Science	Pearson/ Prentice Hall	2006	Yes	0.0%
10th-12th	History/Social Science	Pearson/ Prentice Hall	2007	Yes	0.0%
7th-8th	History/Social Studies	Holt	2006	Yes	0.0%
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
6th	History/Social Studies	Prentice Hall	2006	Yes	0.0%
7th	Life Science	Holt	2007	Yes	0.0%
9th-12th	Mathematics	College Board	2014	Yes	0.0%
7th-8th	Mathematics	Houghton Mifflin	2015	Yes	0.0%
K-6	Mathematics	Houghton Mifflin	2015	Yes	0.0%
8th	Physical Science	McDougal Littell	2007	Yes	0.0%
10th-12th	Science	Glencoe/ McGraw Hill	2007	Yes	0.0%
6th	Science	Houghton Mifflin	2007	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2007	Yes	0.0%
10th-12th	Science	Pearson/ Prentice Hall	2006	Yes	0.0%

## School Facilities & Safety (School Year 2015-16)

The building that houses the elementary site of Creative Connections Arts Academy was originally constructed in 1965. The campus is currently comprised of 12 classrooms, a library/media center art gallery, Multipurpose Room/Performing Arts Center, music room, book room, dance studio, and three playgrounds. The middle school/high school site is the former Don Julio Jr. High School campus and was built under the same architecture model of many of the other junior high schools in the district.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Three full-time and one part-time custodians ensure that all classrooms and facilities are in adequate condition.

A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2015-16 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.60% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 03/23/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			RM C6 - motor/vent rattling; P RM 12 - dirty vents.
Interior			X	ADMIN - ceiling tiles are loose above secretary desk; PRINCIPAL - ceiling tiles are missing; RM A1 - water stains ceiling tiles; RM A55 - water stains ceiling tiles; RM A6 - water stains ceiling tiles; BAND RM - floor tiles are cracked/no pics; RM B6 - water stains ceiling tiles/ceiling have holes/water damage; RM B5 - water stains ceiling tiles; RM B4 - water stains ceiling tiles/ceiling tiles are missing; RM B3 - water stains ceiling tiles/ceiling tiles re missing; RM B2 - water stains ceiling tiles; RM B1 - water stains ceiling tiles; RM D5 - water stains ceiling tiles; MENS RR - wallpaper is torn at handicap stall; RM D4 - water stains ceiling tiles; RM D3 - ceiling tiles are loose; COUSELING OFC - water stains ceiling tiles; RM C2 - ceiling tiles are loose; RM C3 - ceiling tiles are loose; NURSE - paint chipping on ceiling; RM 7 - water stains ceiling tiles; P RM 14 - water stains ceiling tiles; P RM 12 - water stains ceiling tiles; RM 11 - water stains ceiling tiles.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			MPR - 2 light panels are out; COUNSELING OFC - exposed wires in first office; RM 7 - inadequate lighting/ 2 bulbs are out; PRM 14 - outlet broken at entry.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			RM A2 - paint chipping on ceiling; RM A3 - paint chipping on ceiling; RM A5 - paint chipping on ceiling; GYM - paint chipping on ceiling; RM B4 - paint chipping on ceiling; RM B3 - paint chipping on ceiling; RM B2 - paint chipping on ceiling; MENS RR - paint chipping on ceiling; RM D2 - paint chipping on walls; RM D1 - paint chipping on ceiling; RM/KINDER - cleaning supplies are kept under sink/keep out of reach of children; RM 10 - cleaning supplies are stored under sink/keep out of reach of children; RM 11 - paint chipping on ceiling.
Structural (Structural Damage, Roofs)	X			P RM 14 - dry rot on siding; P RM 12 - dry rot on door, window frame and siding; OUTDOOR COURTS - trip hazard/cracks and holes throughout; PARKING LOTS - trip hazard/cracks and holes throughout.
External (Grounds, Windows, Doors, Gates, Fences)			X	BOYS LOCKER RM - trip hazard/holes in asphalt; RR - trip hazard/water cover is missing on walkway; RM B3 - trip hazard/water cover is missing; RM C5 - trip hazard/water cover is missing on walkway; RM D6 - trip hazard/ water cover is missing on walkway; RM D5 - trip hazard/water cover is missing on walkway; WOMENS RR - trip hazard/walkway; RM E1 - trip hazard/water cover is missing on walkway; RM D3 - trip hazard/water cover is missing on walkway; OUTDOOR COURTS - trip hazard/asphalt cracks throughout. RM A4 - injury hazard/weather stripping is bent at base of door; RM/KINDER - dry rot on top of door; ART GALLERY/RSP- dry rot at base of door; RM 7 - holes in windows; BOYS RR - dry rot on door.

# 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 predecessor the Standardized Testing and Reporting Program); 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

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000.

Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

### California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	51	26	44
Mathematics (Grades 3-8 and 11)	35	21	33

### California Assessment of Student Performance and Progress - Grade 3

Student Groups	English-Language Arts				Mathematics								
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	54	54	100	24	33	26	17	53	98.1	30	25	34	11
Male	54	26	48.1	23	35	35	8	26	48.1	31	19	35	15
Female	54	28	51.9	25	32	18	25	27	50	30	30	33	7
Black or African American	54	5	9.3	--	--	--	--	5	9.3	--	--	--	--
American Indian or Alaska Native	54	1	1.9	--	--	--	--	1	1.9	--	--	--	--
Asian	54	3	5.6	--	--	--	--	3	5.6	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	54	15	27.8	53	33	0	13	15	27.8	47	33	13	7
Native Hawaiian or Pacific Islander	54	1	1.9	--	--	--	--	1	1.9	--	--	--	--
White	54	29	53.7	10	38	34	17	28	51.9	21	25	43	11
Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	54	32	59.3	34	34	22	9	31	57.4	35	29	29	6
English Learners	54	3	5.6	--	--	--	--	3	5.6	--	--	--	--
Students with Disabilities	54	8	14.8	--	--	--	--	7	13	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 4**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	57	57	100	25	21	25	30	57	100	18	33	32	18
Male	57	25	43.9	28	20	20	32	25	43.9	16	28	32	24
Female	57	32	56.1	22	22	28	28	32	56.1	19	38	31	13
Black or African American	57	6	10.5	--	--	--	--	6	10.5	--	--	--	--
American Indian or Alaska Native	57	1	1.8	--	--	--	--	1	1.8	--	--	--	--
Asian	57	2	3.5	--	--	--	--	2	3.5	--	--	--	--
Filipino	57	1	1.8	--	--	--	--	1	1.8	--	--	--	--
Hispanic or Latino	57	19	33.3	32	11	32	26	19	33.3	26	26	26	21
Native Hawaiian or Pacific Islander	57	1	1.8	--	--	--	--	1	1.8	--	--	--	--
White	57	25	43.9	24	24	16	36	25	43.9	16	32	36	16
Two or More Races	57	2	3.5	--	--	--	--	2	3.5	--	--	--	--
Socioeconomically Disadvantaged	57	33	57.9	33	18	30	18	33	57.9	27	39	21	12
English Learners	57	5	8.8	--	--	--	--	5	8.8	--	--	--	--
Students with Disabilities	57	5	8.8	--	--	--	--	5	8.8	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 5**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	64	63	98.4	49	27	16	8	63	98.4	62	32	6	0
Male	64	32	50	53	25	16	6	32	50	59	34	6	0
Female	64	31	48.4	45	29	16	10	31	48.4	65	29	6	0
Black or African American	64	11	17.2	45	45	9	0	11	17.2	55	36	9	0
American Indian or Alaska Native	64	1	1.6	--	--	--	--	1	1.6	--	--	--	--
Asian	64	2	3.1	--	--	--	--	2	3.1	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	64	20	31.3	60	20	5	15	20	31.3	70	25	5	0
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	64	23	35.9	39	26	30	4	23	35.9	52	43	4	0
Two or More Races	64	5	7.8	--	--	--	--	5	7.8	--	--	--	--
Socioeconomically Disadvantaged	64	44	68.8	50	34	5	11	44	68.8	61	32	7	0
English Learners	64	7	10.9	--	--	--	--	7	10.9	--	--	--	--
Students with Disabilities	64	3	4.7	--	--	--	--	3	4.7	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--



**California Assessment of Student Performance and Progress - Grade 6**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	45	44	97.8	18	25	41	16	44	97.8	39	30	23	9
Male	45	18	40	33	39	22	6	18	40	56	28	11	6
Female	45	26	57.8	8	15	54	23	26	57.8	27	31	31	12
Black or African American	45	7	15.6	--	--	--	--	7	15.6	--	--	--	--
American Indian or Alaska Native	45	2	4.4	--	--	--	--	2	4.4	--	--	--	--
Asian	45	1	2.2	--	--	--	--	1	2.2	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	45	15	33.3	20	27	33	20	15	33.3	47	33	13	7
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	45	18	40	11	22	50	17	18	40	17	33	39	11
Two or More Races	45	1	2.2	--	--	--	--	1	2.2	--	--	--	--
Socioeconomically Disadvantaged	45	25	55.6	24	28	36	12	25	55.6	48	32	12	8
English Learners	--	--	--	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	45	6	13.3	--	--	--	--	6	13.3	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 7**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	61	59	96.7	19	27	36	19	59	96.7	27	41	22	10
Male	61	16	26.2	31	19	25	25	16	26.2	25	56	13	6
Female	61	43	70.5	14	30	40	16	43	70.5	28	35	26	12
Black or African American	61	8	13.1	--	--	--	--	8	13.1	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	61	2	3.3	--	--	--	--	2	3.3	--	--	--	--
Filipino	61	1	1.6	--	--	--	--	1	1.6	--	--	--	--
Hispanic or Latino	61	19	31.1	16	37	26	21	19	31.1	32	37	26	5
Native Hawaiian or Pacific Islander	61	2	3.3	--	--	--	--	2	3.3	--	--	--	--
White	61	23	37.7	22	22	39	17	23	37.7	22	43	22	13
Two or More Races	61	3	4.9	--	--	--	--	3	4.9	--	--	--	--
Socioeconomically Disadvantaged	61	45	73.8	18	36	31	16	45	73.8	29	42	20	9
English Learners	61	3	4.9	--	--	--	--	3	4.9	--	--	--	--
Students with Disabilities	61	2	3.3	--	--	--	--	2	3.3	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 8**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	55	54	98.2	7	22	61	9	54	98.2	17	30	31	22
Male	55	23	41.8	4	30	57	9	23	41.8	4	26	39	30
Female	55	31	56.4	10	16	65	10	31	56.4	26	32	26	16
Black or African American	55	9	16.4	--	--	--	--	9	16.4	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	55	19	34.5	21	26	37	16	19	34.5	32	26	16	26
Native Hawaiian or Pacific Islander	55	1	1.8	--	--	--	--	1	1.8	--	--	--	--
White	55	19	34.5	0	32	68	0	19	34.5	0	42	32	26
Two or More Races	55	5	9.1	--	--	--	--	5	9.1	--	--	--	--
Socioeconomically Disadvantaged	55	40	72.7	8	20	63	10	40	72.7	18	30	30	23
English Learners	55	5	9.1	--	--	--	--	5	9.1	--	--	--	--
Students with Disabilities	55	2	3.6	--	--	--	--	2	3.6	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 11**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	35	32	91.4	9	22	41	28	32	91.4	31	38	28	3
Male	35	17	48.6	12	18	47	24	17	48.6	35	24	41	0
Female	35	15	42.9	7	27	33	33	15	42.9	27	53	13	7
Black or African American	35	4	11.4	--	--	--	--	4	11.4	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	35	11	31.4	18	45	36	0	11	31.4	55	45	0	0
Native Hawaiian or Pacific Islander	35	1	2.9	--	--	--	--	1	2.9	--	--	--	--
White	35	16	45.7	0	6	44	50	16	45.7	13	31	50	6
Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	35	18	51.4	17	28	44	11	18	51.4	50	33	17	0
English Learners	35	2	5.7	--	--	--	--	2	5.7	--	--	--	--
Students with Disabilities	35	2	5.7	--	--	--	--	2	5.7	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--



## California Standards Test

The California Standards Test (CST), a component of the CAASPP Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	80	79	66	43	47	43	59	60	56

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	43
School	66
African American/Black	45
Hispanic or Latino	55
White	74
Males	69
Females	64
Socioeconomically Disadvantaged	65

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participated in CTE programs?	
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

## State Priority: Other Pupil Achievement

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

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



## Physical Fitness (School Year 2014-15)

In the spring of each year, Twin Rivers Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.2%	21.9%	21.9%
7	-	-	-
9	-	-	-

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## 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 school site.

### Parent Involvement (School Year 2015-16)

Key to the success of Creative Connections Arts Academy is the involvement of parents. CCAA parents recognize that parent participation has a positive impact on student achievement and many parents serve up to 30 hours each school year. There are many options to volunteering at CCAA. In addition to volunteering in the classrooms, library, and other places on campus, parents also assist in many other ways. They may serve on our site council, participation in various committees, chaperone fieldtrips and other events, organize and coach sporting activities, teach after school classes and in other ways to enrich the school experience of their students.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Creative Connections Arts Academy K-5 campus at (916) 566-1870 and the 6-12 campus at (916) 566-3470.

### 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.

### Discipline & Climate for Learning

Students at Creative Connections Arts Academy are guided by the TRIBES school program and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. We take a positive approach with student behaviors. Counseling and natural consequences are effective in most cases. Citations are used for mild infractions. In-house suspensions are used for most non-violent offenses. We have conflict managers assisting with the primary students. We have a school-wide "Caught-Cha Being Good" program in place. Our Student of the Month awards are motivating to our students.

The suspensions and expulsions for the past three years are illustrated in the chart. Suspensions are reported as total number of incidents, not students suspended, as some students may have been suspended on multiple occasions. Suspensions and expulsions rates reflect incidents divided by total enrollment.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	3.3%	2.4%	1.5%	0.0%	0.0%	0.0%
District	9.3%	8.8%	7.7%	0.0%	0.1%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

### Safe School Plan (School Year 2015-16)

Creative Connections Arts Academy has adults to monitor students during their lunch break. Teachers and the principal/vice principal supervise students before school and during regularly scheduled breaks and class passing times. The school has designated areas for student drop-off/pick-up. All visitors to the campus must sign in at the office and display a visitor's pass at all times.

The safety of students and staff is a primary concern at Creative Connections Arts Academy. The School Site Safety Plan is evaluated and revised annually each fall by administrators and members of the Executive Committee of the School Site Council. The revisions are then shared with the entire staff. Key elements to the safety plan include evacuation plans, drills, shelter-in-place, and dismissal procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

### 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.

### Completion of High School Graduation Requirements - Class of 2015

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2014-15 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	92.3%	65%	84.6%
African American/Black	100%	51.9%	76%
American Indian or Alaska Native	0%	56.3%	78.1%
Asian	0%	74.1%	92.6%
Filipino	0%	82.6%	96.5%
Hispanic or Latino	100%	62.2%	81.3%
Native Hawaiian or Pacific Islander	0%	68%	83.6%
White	81.8%	73.1%	89.9%
Two or More Races	100%	58.2%	82.8%
English Learners	100%	48.9%	50.8%
Socioeconomically Disadvantaged	88.9%	64.3%	81.4%
Students with Disabilities	100%	52%	61.3%

### 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 (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
	School		District		State	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		Yes		Yes	

## Federal Intervention Program (School Year 2015-16)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2012-2013	2010-2011
Year in PI (2015-16)	Year 2	Year 3
# of Title I Schools Currently In PI	-	48
% of Title I Schools Currently In PI	-	90.6%

## Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size		Classrooms Containing:										
		1-20 Students			21-32 Students			33+ Students				
13	14	15	13	14	15	13	14	15	13	14	15	
By Grade Level												
K	25	23	25	-	-	-	2	2	2	-	-	-
1	28	28	25	-	-	-	2	2	2	-	-	-
2	28	28	27	-	-	-	2	2	2	-	-	-
3	28	28	28	-	-	-	2	2	2	-	-	-
4	28	31	30	-	-	-	2	2	2	-	-	-
5	32	29	32	-	-	-	2	2	2	-	-	-
6	28	22	24	-	4	-	16	12	14	-	-	-
By Subject Area												
	24	24	22	3	3	8	7	7	4	-	-	-
	15	15	20	14	14	7	2	2	4	-	-	-
	24	24	23	3	3	4	6	6	5	-	-	-
Social	22	22	25	4	4	3	5	5	5	-	-	1

## School Leadership

Leadership at Creative Connections Arts Academy is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Primary leadership duties are assumed by Principal, Dr. Rue Avant and Vice Principal, Mr. Brian Emerson. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

## Counseling & Support Staff (School Year 2014-15)

It is the goal of Creative Connections Arts Academy to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Creative Connections Arts Academy.

Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Library Technician	2	1.375
Nurse	1	0.20
Psychologist	1	0.50
Resource Specialist Program (RSP) Teacher	1	1.0
Speech/Language/ Hearing Specialist	1	0.53
Student Support Teacher	1	1.0

## Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are adapted from the California Standards for the Teaching Profession and address the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2014-2015 school year, Twin Rivers Unified School District offered 5 non-student professional development days for teachers. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on Transitioning/Implementation of the Common Core Standards for all grade levels, 21st Century Learning Skills, and Implementation of PLCs. For the 2014-2015 year, the district supported approximately 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

## Curriculum Development

All curriculum development in the Twin Rivers Unified School District is based on the California Common Core Standards. Curriculum guides are updated regularly, to align with the state standards, district goals, and the statewide assessment program.

## Student Recognition

Creative Connections Art Academy's student recognition program contributes to the positive environment of the school and include classroom and school-wide awards. Students are recognized for their achievements in academics and behavior at awards assemblies.

## Extracurricular Activities

Creative Connections Art Academy recognizes that extracurricular activities enrich the educational and social development and experiences of students. Extracurricular activities offered at Creative Connections Art Academy may include the following:

- Wax Museum
- Plays/Recitals
- Spirit Squad
- Dances
- IMax Night
- Skating Parties
- Women in History Day
- Fairy Tale Day
- Renaissance Day
- Sports Teams
- Student Government
- Parent Night Assemblies

## School Site Teacher Salaries (Fiscal Year 2013-14)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$69,983
District	\$71,162
Percentage of Variation	-1.7%
School & State	
All Unified School Districts	\$72,971
Percentage of Variation	-4.1%

## Teacher & Administrative Salaries (Fiscal Year 2013-14)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information Teachers - Principal - Superintendent 2013-14		
	District	State
Beginning Teachers	\$40,800	\$43,165
Mid-Range Teachers	\$55,607	\$68,574
Highest Teachers	\$84,942	\$89,146
Elementary School Principals	\$100,560	\$111,129
Middle School Principals	\$105,080	\$116,569
High School Principals	\$114,809	\$127,448
Superintendent	\$205,358	\$234,382
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	38.0%
Administrative Salaries	5.0%	5.0%

## Expenditures & Services Funded (Fiscal Year 2013-14)

Based on 2013-14 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

Supplemental/Restricted expenditures come from money that is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,468
From Supplemental/Restricted Sources	\$330
From Basic/Unrestricted Sources	\$6,138
District	
From Basic/Unrestricted Sources	\$5,201
Percentage of Variation between School & District	18.0%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	14.8%

## District Revenue Sources (Fiscal Year 14-15)

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- Targeted Instruction Improvement Block Grant\*\*
- PE Block Grant\*\*
- School and Library Improvement Block Grant\*\*
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Head Start
- State Lottery
- English Language Acquisition Program
- Title II
- CA Partnership Academies
- Title I
- Charter School Fund
- Title III
- Special Education
- Pupil Retention Block Grant