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Twin Rivers Unified School District Creative Connections Arts Academy

CDS Code: 34-76505-0108795

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2016-17 School Accountability Report Card Published in 2017-18 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 tenth 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

School Mission Statement

Through a commitment to nurture the whole child, we offer high quality arts integration; we achieve growth and confidence in academic knowledge, leadership, and social action.

District & School Profile (School Year 2017-18)

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 2016-17)

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

Enrollment by Student Group	
2016-17	
	Percentage
Black or African American	13.9%
American Indian or Alaska Native	1.5%
Asian	2.4%
Filipino	1.1%
Hispanic or Latino	35.0%
Native Hawaiian or Pacific Islander	1.4%
White	39.6%
Two or More Races	4.4%
EL Students	9.5%
Socioeconomically Disadvantaged	67.5%
Students with Disabilities	8.6%
Foster Youth	0.2%

School Enrollment & Attendance (School Year 2016-17)

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.

Creative Connection Arts Academy had a beginning enrollment of 662 students in grades kindergarten through twelve for the 2016-17 school year.

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

Enrollment Trend by Grade Level

	2014-15	2015-16	2016-17
K	50	50	50
1st	49	54	49
2nd	53	54	56
3rd	56	54	52
4th	59	57	60
5th	64	58	60
6th	48	60	54
7th	61	61	68
8th	59	61	66
9th	37	53	48
10th	33	32	41
11th	35	32	32
12th	33	34	26

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 Assignment

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

	Teacher Credential Status			
	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	30	29	30	1256
Without Full Credentials	3	4	1	60
Teaching Outside Subject Area of Competence (with full credential)	0	2	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			
	15-16	16-17	17-18
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	1	0	0
Total Misassignments of Teachers	1	0	0
Vacant Teacher Positions	0	0	0

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Instructional Materials (School Year 2017-18)

Twin Rivers Unified held a public hearing on October 4, 2017, 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 2017, 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	From Most Recent Adoption	% Lacking
7th-12th	ELD	Pearson	2017	Yes	0.0%
K-6	English/Language Arts	Houghton Mifflin Journeys	2017	Yes	0.0%
7th-8th	English/Language Arts	Houghton Mifflin/Harcourt	2017	Yes	0.0%
9th-12th	English/Language Arts	Pearson	2017	Yes	0.0%
9th-12th	Foreign Language	Prentice Hall/Pearson	2008	Yes	0.0%
12th	Health	Holt	2004	Yes	0.0%
K-5	History/Social Science	Pearson Scott Foresman	2006	Yes	0.0%
6th	History/Social Science	Prentice Hall	2006	Yes	0.0%
10th-12th	History/Social Studies	Glencoe/McGraw Hill	2006	Yes	0.0%
7th-8th	History/Social Studies	Holt	2006	Yes	0.0%
10th-12th	History/Social Studies	Pearson/Prentice Hall	2007	Yes	0.0%
7th	Life Science	Holt	2007	Yes	0.0%
9th	Mathematics	College Preparatory Mathematics (CPM)	2014	Yes	0.0%
10th-12th	Mathematics	College Preparatory Mathematics (CPM)	2015	Yes	0.0%
K-8	Mathematics	Houghton Mifflin Go Math	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 2017-18)

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.

School Facility Conditions				
Date of Last Inspection: 03/09/2017				
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			Room C6 - motor/vent rattling; Room D6 - A/C rattles
Interior		X		Room A1 - water stains ceiling tiles; Room A4 - floor tiles are separating; Room A5 - water stains ceiling tiles/ceiling tiles are loose; Room A6 - ceiling tiles are loose/ceiling tile is missing/water stains ceiling tile; Band Room - floor tiles are cracked; Room B6 - water stains ceiling tiles/water damage; Room B5 - water stains ceiling tiles/ceiling tile is missing; Room B3 - water stains ceiling tiles/ceiling tiles are missing; Room B2 - water stains ceiling tiles/ceiling tilei is missing; Room B1 - water stains ceiling tiles; Library - ceiling tile is loose; Room D9 - water stain ceiling tile; Room D6 - water stain ceiling tiles; Room D5 - water stains ceiling tiles; Room E4 - ceiling tile is loose; Room D4 - water stains ceiling tiles/ceiling tile is missing. Room 2 - wallpaper is torn; Room 3 - wallpaper is torn; Room 4 - wallpaper is torn at entry; P Room 14 - water stains ceiling tiles; P Room 12 - water stained ceiling tile; Room 10 - water damage to wall by door.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			P Room 21 - inadequate lighting, 2 panels are out
Restrooms/Fountains	X			Room Kinder - water is leaking onto floor in southeast corner/panels are cracked on walls. Room 9 - know is missing on drinking fountain.
Safety (Fire Safety, Hazardous Materials)		X		Room A1 - paint is peeling on door; Room A2 - paint is chipping on ceiling; Room A3 - paint is chipping on ceiling; Room A4 - paint is peeling on door; Room A5 - paint is chipping on ceiling; Room A6 - paint is chipping under windows; Gym - paint is chipping on ceiling; Room B6 - paint is chipping on ceiling; Room B5 - paint is chipping on ceiling; Room B4 - paint is chipping on ceiling; Room B3 - paint is chipping on ceiling; Room B2 - paint is chipping on ceiling; Room B1 - paint is chipping on ceiling; Woman's RR - paint is peeling on eaves at back of building; Room D2 - paint is chipping on walls; Room D1 - paint is chipping on ceiling. Room 2 - paint is chipping on the window frame; Room 3 - paint is chipping on the window frame; Room 5 - paint is chipping on the window frame; Room 6 - paint is chipping on the window frame; Room 7 - paint is chipping on the window frame; Boys RR - paint is chipping on door; Room 18 - paint is chipping on the window frame; Room 19 - paint is chipping on the window frame; Room 20 - paint is chipping on the window frame and walls; Room 21 - no skid paint is peeling on ramp; Room 22 - no skid paint is peeling on ramp.
Structural (Structural Damage, Roofs)	X			Room 3 - dry rot on interior beam; Room 4 - dry rot on siding; Outdoor Courts - trip hazard/cracks and holes throughout; Parking Lots - trip hazard/cracks and holes throughout.
External (Grounds, Windows, Doors, Gates, Fences)		X		Gym - trip hazard on asphalt at entry; Boys Locker Room - trip hazard/holes in asphalt; Restroom - trip hazard/water cover is missing on walkway/trip hazard at asphalt cement seam; Room B3 - trip hazard/ water cover is missing; Room C5 - trip hazard/water cover is missing on walkway; Room D9 - trip hazard/ water cover is missing on walkway; Room D6 - trip hazard/water cover is missing on walkway; Room D5 - trip hazard/water cover is missing on walkway; Woman's RR - trip hazard/walkway; Room E1 - trip hazard/ water cover is missing on walkway; Room E3 - water cover is missing on walkway/trip hazard; Room D3 - trip hazard/water cover is missing on walkway; Outdoor Courts - trip hazard/asphalt cracks throughout - 3 inches wide. P Room 14 - trip hazard on asphalt walkway; P Room 12 - trip hazard on walkway; Library/ Media Ctr. - trip hazard on west walkway towards courts; Room 18 - trip hazard in asphalt on walkway; Room 19 - trip hazard in asphalt on walkway. Room Kinder - dry rot on door; Room 2 - dry rot at base of door; Room 4 - dry rot at base of door; Room 5 - dry rot at base of door; Room 6 - dry rot at base of door; Room 10 - dry rot on door/door will not close properly; Boys RR - dry rot on door; P Room 21 - door handle is broken.
External (Grounds, Windows, Doors, Gates, Fences)		X		Gym - trip hazard on asphalt at entry; Boys Locker Room - trip hazard/holes in asphalt; Restroom - trip hazard/water cover is missing on walkway/trip hazard at asphalt cement seam; Room B3 - trip hazard/ water cover is missing; Room C5 - trip hazard/water cover is missing on walkway; Room D9 - trip hazard/ water cover is missing on walkway; Room D6 - trip hazard/water cover is missing on walkway; Room D5 - trip hazard/water cover is missing on walkway; Woman's RR - trip hazard/walkway; Room E1 - trip hazard/ water cover is missing on walkway; Room E3 - water cover is missing on walkway/trip hazard; Room D3 - trip hazard/water cover is missing on walkway; Outdoor Courts - trip hazard/asphalt cracks throughout - 3 inches wide. P Room 14 - trip hazard on asphalt walkway; P Room 12 - trip hazard on walkway; Library/ Media Ctr. - trip hazard on west walkway towards courts; Room 18 - trip hazard in asphalt on walkway; Room 19 - trip hazard in asphalt on walkway. Room Kinder - dry rot on door; Room 2 - dry rot at base of door; Room 4 - dry rot at base of door; Room 5 - dry rot at base of door; Room 6 - dry rot at base of door; Room 10 - dry rot on door/door will not close properly; Boys RR - dry rot on door; P Room 21 - door handle is broken.

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 2017-18 school year, the district has budgeted \$1,896,380.00 for the deferred maintenance program. This represents 0.61% of the district's general fund budget.

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. Because this was a pilot year, no Science scores will be disclosed.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015-16 and 2016-17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	46	48	--	31	32	--	48	48
Mathematics (Grades 3-8 and 11)	--	35	36	--	25	25	--	36	37
Science (Grades 5, 8, and 10)	66	72	--	43	40	--	56	54	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	382	378	98.95	47.88	378	98.95	35.71
Male	163	162	99.39	37.04	162	99.39	35.8
Female	219	216	98.63	56.02	216	98.63	35.65
Black or African American	57	57	100.00	33.33	57	100.00	33.33
Hispanic or Latino	125	125	100.00	36	125	100.00	20.8
White	158	155	98.10	56.77	155	98.10	47.74
Two or More Races	18	18	100.00	72.22	18	100.00	44.44
Socioeconomically Disadvantaged	257	254	98.83	38.98	254	98.83	28.35
English Learners	55	55	100.00	27.27	55	100.00	16.36
Students with Disabilities	40	40	100.00	12.5	39	100.00	10.26

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

UC/CSU Course Completion

Students at Creative Connections Arts Academy are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2016-17)	24.9%
Graduates Who Completed All Courses Required for UC/CSU Admission (2015-16)	40.0%

* Duplicated Count (one student can be enrolled in several courses).

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2016-17)

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 2016-17			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	62.1%	-	-
7	-	-	-
9	-	-	-

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

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 school site.

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-6 campus at (916) 566-1870 and the 7-12 campus at (916) 566-3470.

Parent Involvement (School Year 2017-18)

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.

State Priority: School Climate

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

- Pupil suspension and 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 PBIS 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		
	14-15	15-16	16-17	14-15	15-16	16-17
School	1.53	2.67	3.04	0.00	0.00	0.00
District	7.70	7.78	7.10	0.02	0.01	0.30
State	3.79	3.65	3.65	0.09	0.09	0.09

Safe School Plan (School Year 2017-18)

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. Emergency drills are held on a regular basis, including fire drills as well as intruder and duck and cover drills. 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

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 2016-17 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	100%	71%	87.1%
African American/Black	100%	61.8%	79.2%
American Indian or Alaska Native	0%	58.8%	80.2%
Asian	0%	87.2%	94.4%
Filipino	0%	63%	93.8%
Hispanic or Latino	91.7%	68.4%	84.6%
Native Hawaiian or Pacific Islander	100%	90%	86.6%
White	100%	78.5%	91%
Two or More Races	0%	62.7%	90.6%
English Learners	0%	42.6%	55.4%
Socioeconomically Disadvantaged	100%	72.4%	85.5%
Students with Disabilities	100%	53.7%	63.9%

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.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch.

Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017-18 school year. LEAs and schools that received Title I, Part A funds for the 2016-17 school year and were "In PI" in the 2016-17 school year will retain their same PI status and placement year for 2017-18. California elected not to require LEAs or

schools to provide Supplemental Educational Services and Choice for the 2017-18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funds for the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year.

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	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					
	15	16	17	15	16	17	15	16	17	15	16	17	15	16	17
By Grade Level															
K	25	25	25	-	-	-	2	2	2	-	-	-	-	-	-
1	25	27	25	-	-	-	2	2	2	-	-	-	-	-	-
2	27	27	28	-	-	-	2	2	2	-	-	-	-	-	-
3	28	27	26	-	-	-	2	2	2	-	-	-	-	-	-
4	30	29	30	-	-	-	2	2	2	-	-	-	-	-	-
5	32	29	30	-	-	-	2	2	2	-	-	-	-	-	-
6	24	30	27	-	-	-	14	2	2	-	-	-	-	-	-
By Subject Area															
English	22	25	26	8	4	4	4	6	3	-	1	4	-	-	-
Mathematics	20	22	26	7	4	2	4	4	-	-	-	4	-	-	-
Science	23	22	23	4	6	6	5	5	1	-	-	4	-	-	-
Social Science	25	24	25	3	4	4	5	5	2	1	1	4	-	-	-

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, Ed Delgado 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 2016-17)

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	1.406
Nurse	1	0.40
Psychologist	1	0.50
Resource Specialist Program (RSP) Teacher	2	2.0
Speech/Language/ Hearing Specialist	1	0.50

Teacher Evaluation & Professional Development

Teacher Evaluation & Professional Development

The teacher evaluation process is one of the most critical professional development opportunities we have with our staff. A well-constructed evaluation helps to promote high quality instruction and is a fundamental way to support growth. Staff evaluations are completed through formal, non-formal, and non-evaluative interactions. Temporary and probationary teachers are evaluated at least two times annually and tenured teacher evaluations alternate every other year and can be extended up to 5 years. Staff evaluations are conducted by trained administrators and the criteria used is closely linked to the California Standards for the Teaching Profession (CSTP). The CSTP domains are; 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 Certificated support personnel work to build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2016-2017 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during early release days. Professional development sessions were focused on high quality first instruction, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. For the 2016-2017 year, the district also supported over 100 beginning teachers through our partnership with the Sacramento County Office of Education's Employee Induction Program.

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 2015-16)

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	\$75,518
District	\$73,962
Percentage of Variation	2.1%
School & State	
All Unified School Districts	\$79,228
Percentage of Variation	-4.7%

Teacher & Administrative Salaries (Fiscal Year 2015-2016)

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.

Average Salary Information Teachers - Principal - Superintendent 2015-16		
	District	State
Beginning Teachers	\$45,390	\$47,808
Mid-Range Teachers	\$57,705	\$73,555
Highest Teachers	\$94,579	\$95,850
Elementary School Principals	\$101,037	\$120,448
Middle School Principals	\$105,044	\$125,592
High School Principals	\$112,069	\$138,175
Superintendent	\$260,000	\$264,457
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	35.0%
Administrative Salaries	5.0%	5.0%

District Expenditures (Fiscal Year 2015-16)

Based on 2015-16 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	\$7,923
From Supplemental/Restricted Sources	\$667
From Basic/Unrestricted Sources	\$7,256
District	
From Basic/Unrestricted Sources	\$5,947
Percentage of Variation between School & District	22.0%
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	10.4%

District Revenue Sources (Fiscal Year 2016-17)

Based on 2016-17 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. 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:

- After School Education & Safety
- CA Partnership Academies
- Charter School Fund
- EIA-SCE
- Gifted and Talented Education
- Medi-Cal
- Special Education
- Sustain Meaningful Arts
- Title I
- Title III
- Arts in Education
- Carl Perkins
- EIA-LEP
- Elementary and Secondary School Counseling Program
- Head Start
- Pupil Retention Block Grant
- State Lottery
- Targeted Instruction Improvement Block Grant**
- Title II