

Creative Arts Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/fg/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, 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).

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.

Fernando Aguilar, Principal

Principal, Creative Arts Charter

About Our School

Contact

Creative Arts Charter
1601 Turk St.
San Francisco, CA 94115-4527

Phone: 415-749-3509
E-mail: sboyce@creativeartscharter.org

About This School

Contact Information - Most Recent Year

| District Contact Information - Most Recent Year | |
|---|--|
| District Name | San Francisco Unified |
| Phone Number | (415) 241-6000 |
| Superintendent | Richard Carranza |
| E-mail Address | richardcarranza@sfusd.edu |
| Web Site | http://www.sfusd.edu |

| School Contact Information - Most Recent Year | |
|---|--|
| School Name | Creative Arts Charter |
| Street | 1601 Turk St. |
| City, State, Zip | San Francisco, Ca, 94115-4527 |
| Phone Number | 415-749-3509 |
| Principal | Fernando Aguilar, Principal |
| E-mail Address | sboyce@creativeartscharter.org |
| Web Site | www.creativeartscharter.org |
| County-District-School (CDS) Code | 38684786112601 |

Last updated: 1/10/2016

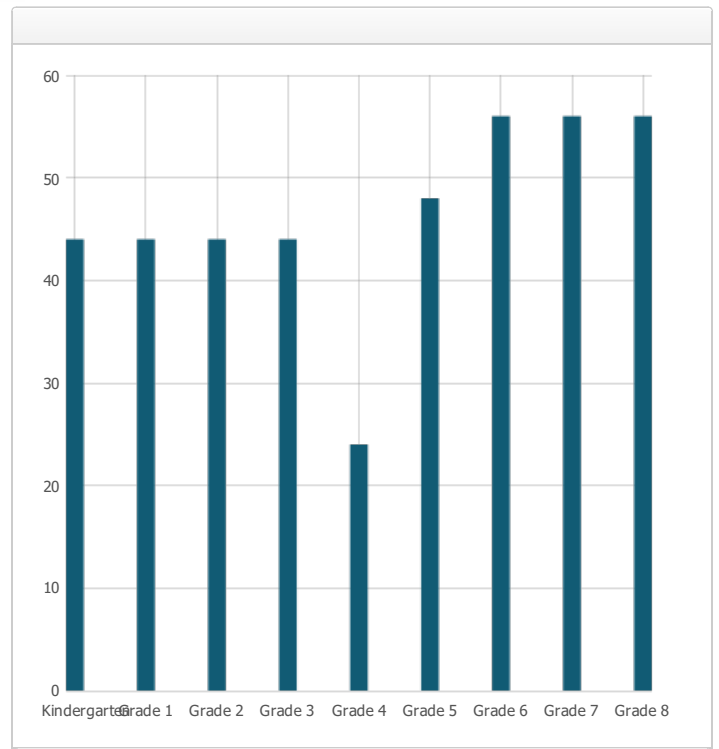
School Description and Mission Statement - Most Recent Year

The mission of Creative Arts Charter School is to provide K-8 grade students of San Francisco with an innovative, high-quality education that focuses on an arts-integrated, project-based curriculum, with the overall goal of giving our students a lifetime appreciation of learning and the development of their unique talents and abilities.

Last updated: 1/10/2016

Student Enrollment by Grade Level (School Year 2014-15)

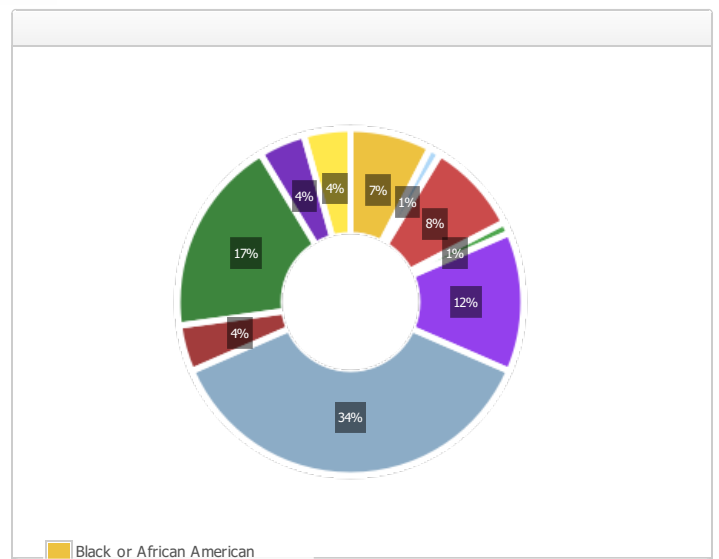
| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 44 |
| Grade 1 | 44 |
| Grade 2 | 44 |
| Grade 3 | 44 |
| Grade 4 | 24 |
| Grade 5 | 48 |
| Grade 6 | 56 |
| Grade 7 | 56 |
| Grade 8 | 56 |
| Total Enrollment | 416 |



Last updated: 1/10/2016

Student Enrollment by Student Group (School Year 2014-15)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 7.7 % |
| American Indian or Alaska Native | 1.5 % |
| Asian | 8.2 % |
| Filipino | 1.9 % |
| Hispanic or Latino | 12.6 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White | 34.9 % |
| Two or More Races | 4.6 % |
| Socioeconomically Disadvantaged | 17.2 % |
| English Learners | 4.6 % |
| Students with Disabilities | 4.4 % |
| Foster Youth | 0.0 % |



Last updated: 1/10/2016

A. Conditions of Learning

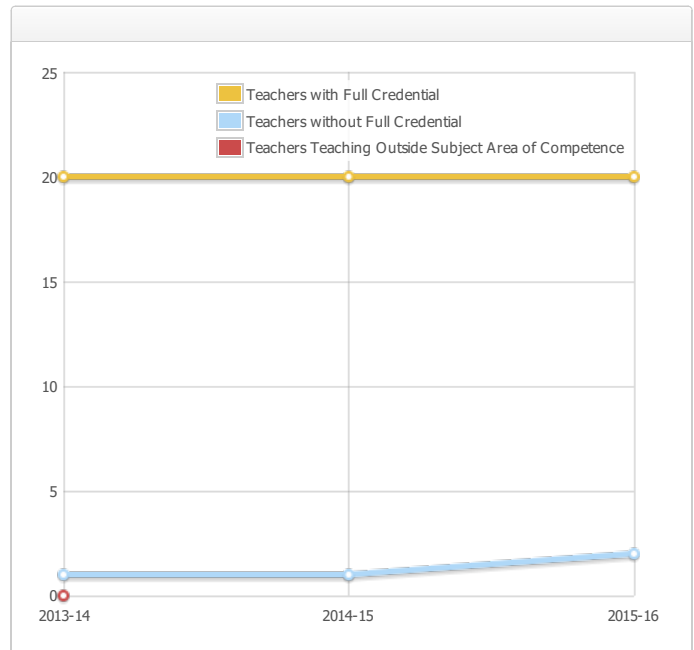
State Priority: Basic

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 |
|---|---------|---------|---------|----------|
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| With Full Credential | 20 | 20 | 20 | |
| Without Full Credential | 1 | 1 | 2 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | | | |



Last updated: 1/17/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 100.0% | 0.0% |
| All Schools in District | 92.0% | 8.0% |
| High-Poverty Schools in District | 92.0% | 9.0% |
| Low-Poverty Schools in District | 93.0% | 7.0% |

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

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2015

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------|--|
| Reading/Language Arts | K-2 Open Court Reading Program 3-6 Fountas and Pinnel Guided Reading Lucy Calkins' Reading and Writer's Workshop - Teachers' College | No | 0.0 % |

| | | | |
|---------------------------------|---|-----|-------|
| Mathematics | K-5 TERC Investigations; EngageNY 6-8 Teacher Created Curriculum; CPM | Yes | 0.0 % |
| Science | K-5 Foss Investigations 6-8 Science Explorer K-8 Teacher Created Curriculum; Design Thinking | No | 0.0 % |
| History-Social Science | K-3 Teacher Created Curriculum 4-8 History Alive; Teacher Created Curriculum | No | 0.0 % |
| Foreign Language | None | | 0.0 % |
| Health | Responsive Classroom and Origins by Developmental Designs Nightmare on Puberty Street Teacher Created Curriculum 6th Grade Health Curriculum; Teacher Created Curriculum | No | 0.0 % |
| Visual and Performing Arts | Teacher Created Curriculum | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | | | 0.0 % |

Last updated: 1/14/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Summary of Most Recent Site Inspection: Extensive renovation was completed in January 2013. Facility now meets all ADA requirements and has a completely refurbished look.

Repairs Needed: None

Corrective Actions Taken or Planned: None

Last updated: 1/14/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: December 2015

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | None |
| Interior: Interior Surfaces | Good | None |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | Pest Control for vermin. |
| Electrical: Electrical | Good | None |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | None |
| Safety: Fire Safety, Hazardous Materials | Good | None |
| Structural: Structural Damage, Roofs | Good | None |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | None |

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: December 2015

| | |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

Last updated: 1/14/2016

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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

| Subject | Percent of Students Meeting or Exceeding the State Standards | | |
|--|--|----------|-------|
| | School | District | State |
| English Language Arts / Literacy (grades 3-8 and 11) | 66.0% | 52.0% | 44.0% |
| Mathematics (grades 3-8 and 11) | 52.0% | 48.0% | 33.0% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/14/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 47 | 43 | 91.5% | 16.0% | 12.0% | 37.0% | 35.0% |
| Male | 47 | 19 | 40.4% | 21.0% | 21.0% | 32.0% | 26.0% |
| Female | 47 | 24 | 51.1% | 13.0% | 4.0% | 42.0% | 42.0% |
| Black or African American | 47 | 3 | 6.4% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 47 | 2 | 4.3% | -- | -- | -- | -- |
| Filipino | 47 | 1 | 2.1% | -- | -- | -- | -- |
| Hispanic or Latino | 47 | 4 | 8.5% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 47 | 27 | 57.4% | 11.0% | 7.0% | 52.0% | 30.0% |
| Two or More Races | 47 | 4 | 8.5% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 47 | 5 | 10.6% | -- | -- | -- | -- |
| English Learners | 47 | 2 | 4.3% | -- | -- | -- | -- |
| Students with Disabilities | 47 | 1 | 2.1% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/10/2016

ELA - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 27 | 23 | 85.2% | 22.0% | 22.0% | 35.0% | 22.0% |
| Male | 27 | 9 | 33.3% | -- | -- | -- | -- |
| Female | 27 | 14 | 51.9% | 14.0% | 14.0% | 36.0% | 36.0% |
| Black or African American | 27 | 3 | 11.1% | -- | -- | -- | -- |
| American Indian or Alaska Native | 27 | 2 | 7.4% | -- | -- | -- | -- |
| Asian | 27 | 2 | 7.4% | -- | -- | -- | -- |
| Filipino | 27 | 1 | 3.7% | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 1 | 3.7% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 27 | 12 | 44.4% | 8.0% | 25.0% | 25.0% | 42.0% |
| Two or More Races | 27 | 1 | 3.7% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 27 | 4 | 14.8% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 27 | 1 | 3.7% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/10/2016

ELA - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 50 | 46 | 92.0% | 11.0% | 22.0% | 41.0% | 24.0% |
| Male | 50 | 25 | 50.0% | 12.0% | 24.0% | 40.0% | 24.0% |
| Female | 50 | 21 | 42.0% | 10.0% | 19.0% | 43.0% | 24.0% |
| Black or African American | 50 | 7 | 14.0% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 50 | 3 | 6.0% | -- | -- | -- | -- |
| Filipino | 50 | 1 | 2.0% | -- | -- | -- | -- |
| Hispanic or Latino | 50 | 3 | 6.0% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 50 | 25 | 50.0% | 4.0% | 28.0% | 40.0% | 28.0% |
| Two or More Races | 50 | 1 | 2.0% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 50 | 1 | 2.0% | -- | -- | -- | -- |
| English Learners | 50 | 1 | 2.0% | -- | -- | -- | -- |
| Students with Disabilities | 50 | 3 | 6.0% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/10/2016

ELA- Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 58 | 55 | 94.8% | 13.0% | 22.0% | 36.0% | 29.0% |
| Male | 58 | 29 | 50.0% | 17.0% | 14.0% | 48.0% | 21.0% |
| Female | 58 | 26 | 44.8% | 8.0% | 31.0% | 23.0% | 38.0% |
| Black or African American | 58 | 3 | 5.2% | -- | -- | -- | -- |
| American Indian or Alaska Native | 58 | 1 | 1.7% | -- | -- | -- | -- |
| Asian | 58 | 11 | 19.0% | 18.0% | 27.0% | 18.0% | 36.0% |
| Filipino | 58 | 2 | 3.4% | -- | -- | -- | -- |
| Hispanic or Latino | 58 | 9 | 15.5% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 58 | 12 | 20.7% | 0.0% | 17.0% | 50.0% | 33.0% |
| Two or More Races | 58 | 0 | 0.0% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 58 | 5 | 8.6% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 58 | 2 | 3.4% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/10/2016

ELA - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 59 | 53 | 89.8% | 8.0% | 21.0% | 32.0% | 40.0% |
| Male | 59 | 26 | 44.1% | 15.0% | 35.0% | 31.0% | 19.0% |
| Female | 59 | 27 | 45.8% | 0.0% | 7.0% | 33.0% | 59.0% |
| Black or African American | 59 | 4 | 6.8% | -- | -- | -- | -- |
| American Indian or Alaska Native | 59 | 0 | 0.0% | -- | -- | -- | -- |
| Asian | 59 | 3 | 5.1% | -- | -- | -- | -- |
| Filipino | 59 | 1 | 1.7% | -- | -- | -- | -- |
| Hispanic or Latino | 59 | 8 | 13.6% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 59 | 26 | 44.1% | 8.0% | 15.0% | 35.0% | 42.0% |
| Two or More Races | 59 | 4 | 6.8% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 59 | 6 | 10.2% | -- | -- | -- | -- |
| English Learners | 59 | 1 | 1.7% | -- | -- | -- | -- |
| Students with Disabilities | 59 | 4 | 6.8% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/10/2016

ELA - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 58 | 52 | 89.7% | 19.0% | 19.0% | 35.0% | 27.0% |
| Male | 58 | 26 | 44.8% | 19.0% | 19.0% | 38.0% | 23.0% |
| Female | 58 | 26 | 44.8% | 19.0% | 19.0% | 31.0% | 31.0% |
| Black or African American | 58 | 8 | 13.8% | -- | -- | -- | -- |
| American Indian or Alaska Native | 58 | 1 | 1.7% | -- | -- | -- | -- |
| Asian | 58 | 3 | 5.2% | -- | -- | -- | -- |
| Filipino | 58 | 2 | 3.4% | -- | -- | -- | -- |
| Hispanic or Latino | 58 | 4 | 6.9% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 58 | 14 | 24.1% | 7.0% | 21.0% | 36.0% | 36.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 58 | 11 | 19.0% | 36.0% | 27.0% | 27.0% | 9.0% |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 58 | 5 | 8.6% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/10/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 47 | 43 | 91.5% | 26.0% | 28.0% | 30.0% | 16.0% |
| Male | 47 | 19 | 40.4% | 26.0% | 26.0% | 37.0% | 11.0% |
| Female | 47 | 24 | 51.1% | 25.0% | 29.0% | 25.0% | 21.0% |
| Black or African American | 47 | 3 | 6.4% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 47 | 2 | 4.3% | -- | -- | -- | -- |
| Filipino | 47 | 1 | 2.1% | -- | -- | -- | -- |
| Hispanic or Latino | 47 | 4 | 8.5% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 47 | 27 | 57.4% | 22.0% | 22.0% | 33.0% | 22.0% |
| Two or More Races | 47 | 4 | 8.5% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 47 | 5 | 10.6% | -- | -- | -- | -- |
| English Learners | 47 | 2 | 4.3% | -- | -- | -- | -- |
| Students with Disabilities | 47 | 1 | 2.1% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/10/2016

Mathematics - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 27 | 24 | 88.9% | 21.0% | 17.0% | 46.0% | 17.0% |
| Male | 27 | 10 | 37.0% | -- | -- | -- | -- |
| Female | 27 | 14 | 51.9% | 14.0% | 14.0% | 50.0% | 21.0% |
| Black or African American | 27 | 3 | 11.1% | -- | -- | -- | -- |
| American Indian or Alaska Native | 27 | 2 | 7.4% | -- | -- | -- | -- |
| Asian | 27 | 2 | 7.4% | -- | -- | -- | -- |
| Filipino | 27 | 1 | 3.7% | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 2 | 7.4% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 27 | 12 | 44.4% | 0.0% | 17.0% | 58.0% | 25.0% |
| Two or More Races | 27 | 1 | 3.7% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 27 | 4 | 14.8% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 27 | 1 | 3.7% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/10/2016

Mathematics - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 50 | 45 | 90.0% | 24.0% | 33.0% | 22.0% | 13.0% |
| Male | 50 | 25 | 50.0% | 16.0% | 28.0% | 28.0% | 16.0% |
| Female | 50 | 20 | 40.0% | 35.0% | 40.0% | 15.0% | 10.0% |
| Black or African American | 50 | 7 | 14.0% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 50 | 3 | 6.0% | -- | -- | -- | -- |
| Filipino | 50 | 1 | 2.0% | -- | -- | -- | -- |
| Hispanic or Latino | 50 | 3 | 6.0% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 50 | 25 | 50.0% | 20.0% | 40.0% | 28.0% | 12.0% |
| Two or More Races | 50 | 1 | 2.0% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 50 | 1 | 2.0% | -- | -- | -- | -- |
| English Learners | 50 | 1 | 2.0% | -- | -- | -- | -- |
| Students with Disabilities | 50 | 3 | 6.0% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/10/2016

Mathematics - Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 58 | 54 | 93.1% | 24.0% | 19.0% | 30.0% | 28.0% |
| Male | 58 | 28 | 48.3% | 21.0% | 18.0% | 29.0% | 32.0% |
| Female | 58 | 26 | 44.8% | 27.0% | 19.0% | 31.0% | 23.0% |
| Black or African American | 58 | 3 | 5.2% | -- | -- | -- | -- |
| American Indian or Alaska Native | 58 | 1 | 1.7% | -- | -- | -- | -- |
| Asian | 58 | 11 | 19.0% | 27.0% | 27.0% | 9.0% | 36.0% |
| Filipino | 58 | 2 | 3.4% | -- | -- | -- | -- |
| Hispanic or Latino | 58 | 8 | 13.8% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 58 | 12 | 20.7% | 17.0% | 8.0% | 42.0% | 33.0% |
| Two or More Races | 58 | 0 | 0.0% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 58 | 5 | 8.6% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 58 | 2 | 3.4% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/10/2016

Mathematics - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 59 | 53 | 89.8% | 19.0% | 19.0% | 26.0% | 36.0% |
| Male | 59 | 26 | 44.1% | 31.0% | 15.0% | 27.0% | 27.0% |
| Female | 59 | 27 | 45.8% | 7.0% | 22.0% | 26.0% | 44.0% |
| Black or African American | 59 | 4 | 6.8% | -- | -- | -- | -- |
| American Indian or Alaska Native | 59 | 0 | 0.0% | -- | -- | -- | -- |
| Asian | 59 | 3 | 5.1% | -- | -- | -- | -- |
| Filipino | 59 | 1 | 1.7% | -- | -- | -- | -- |
| Hispanic or Latino | 59 | 8 | 13.6% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 59 | 26 | 44.1% | 15.0% | 15.0% | 35.0% | 35.0% |
| Two or More Races | 59 | 4 | 6.8% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 59 | 6 | 10.2% | -- | -- | -- | -- |
| English Learners | 59 | 1 | 1.7% | -- | -- | -- | -- |
| Students with Disabilities | 59 | 4 | 6.8% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/10/2016

Mathematics - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 58 | 52 | 89.7% | 31.0% | 17.0% | 12.0% | 40.0% |
| Male | 58 | 26 | 44.8% | 23.0% | 15.0% | 19.0% | 42.0% |
| Female | 58 | 26 | 44.8% | 38.0% | 19.0% | 4.0% | 38.0% |
| Black or African American | 58 | 8 | 13.8% | -- | -- | -- | -- |
| American Indian or Alaska Native | 58 | 1 | 1.7% | -- | -- | -- | -- |
| Asian | 58 | 3 | 5.2% | -- | -- | -- | -- |
| Filipino | 58 | 2 | 3.4% | -- | -- | -- | -- |
| Hispanic or Latino | 58 | 4 | 6.9% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 58 | 14 | 24.1% | 14.0% | 7.0% | 43.0% | 36.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 58 | 11 | 19.0% | 55.0% | 18.0% | 0.0% | 27.0% |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 58 | 5 | 8.6% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/10/2016

California Standards Tests for All Students in Science – Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science (grades 5, 8, and 10) | 65.0% | 78.0% | 75.0% | 60.0% | 62.0% | 58.0% | 59.0% | 60.0% | 56.0% |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/10/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

| Student Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 58.0% |
| All Students at the School | 75.0% |
| Male | 78.0% |
| Female | 71.0% |
| Black or African American | -- |
| American Indian or Alaska Native | -- |
| Asian | -- |
| Filipino | -- |
| Hispanic or Latino | -- |
| Native Hawaiian or Pacific Islander | -- |
| White | 86.0% |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | 36.0% |
| English Learners | -- |
| Students with Disabilities | -- |
| Students Receiving Migrant Education Services | -- |
| Foster Youth | -- |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/10/2016

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 areas of English, mathematics, and physical education

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 - Most Recent Year

CACS has a family participation guidelines request 40 hours per family each school year. Parents track their family participation hours through Schoology. The activities that are counted in this 40 hours include any participation in school activities and volunteering, including:

- Volunteering in the classroom
- Attending school events such as Back-to-School night, parent conferences, and exhibitions of learning
- Field trips
- Attending school meetings, including Board of Directors, Family Association, or various project committees
- Providing administrative or other programmatic support to teachers or office staff
- Supporting extracurricular activities such as dances, athletics, etc.
- Sharing relevant expertise

CACS further builds family involvement into its structure through Family Association community meetings. The staff and board hold meetings regarding school matters, community issues, the school's governance process, etc. All parents are encouraged to attend, with times and dates posted on the school's calendar. No child will be excluded from CACS or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 40 hours of participation.

State Priority: Pupil Engagement

Last updated: 1/10/2016

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

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

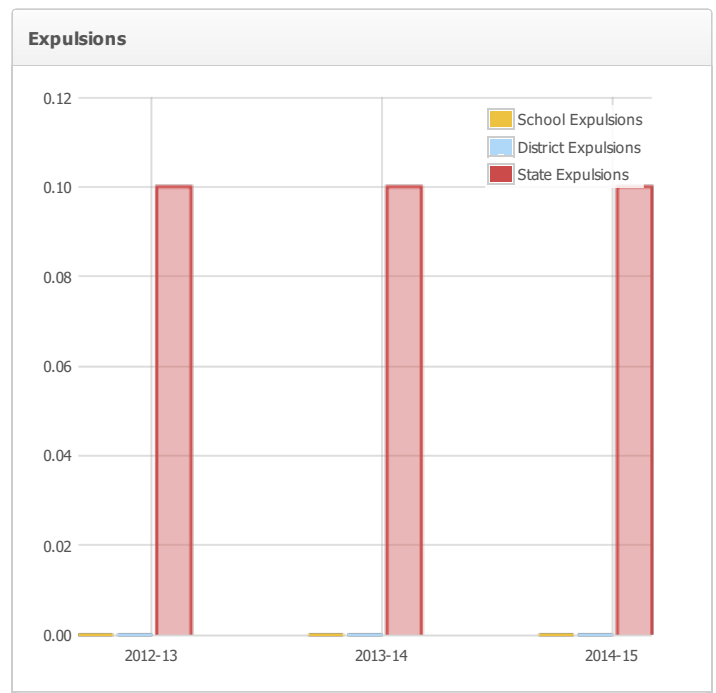
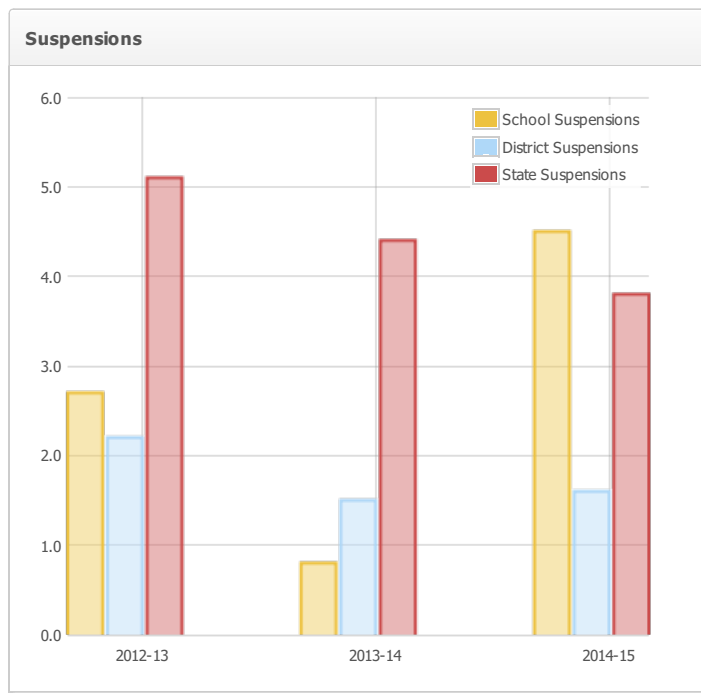
State Priority: School Climate

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | 2.7 | 0.8 | 4.5 | 2.2 | 1.5 | 1.6 | 5.1 | 4.4 | 3.8 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |



Last updated: 1/10/2016

School Safety Plan - Most Recent Year

Creative Arts Charter School has developed a comprehensive school safety plan that meets state requirements as described in California Education Code Section 35294 et seq. The safety plan includes an injuring and illness prevention program, an exposure control plan, disaster procedures, procedures for safe entry and exit of school, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress code, and a school-wide behavior plan.

Last updated: 1/10/2016

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

| AYP Criteria | School | District | State |
|--|--------|----------|-------|
| Made AYP Overall | Yes | Yes | |
| Met Participation Rate - English Language Arts | Yes | Yes | |
| Met Participation Rate - Mathematics | Yes | Yes | |
| Met Percent Proficient - English Language Arts | N/A | N/A | |
| Met Percent Proficient - Mathematics | N/A | N/A | |
| Met Attendance Rate | | | |
| Met Graduation Rate | N/A | Yes | |

Last updated: 1/14/2016

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2012-13 | | | 2013-14 | | | 2014-15 | | | | | |
|-------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
| | 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 | 22.0 | | 2 | | 20.0 | | 2 | | 22.0 | | 2 | |
| 1 | 22.0 | | 2 | | 22.0 | | 2 | | 22.0 | | 2 | |
| 2 | 22.0 | | 1 | | 22.0 | | 2 | | 22.0 | | 2 | |
| 3 | 22.0 | | 2 | | 22.0 | | 1 | | 22.0 | | 2 | |
| 4 | 22.0 | | 1 | | 24.0 | | 2 | | 24.0 | | 1 | |
| 5 | 21.0 | 1 | 1 | | 23.0 | | 1 | | 24.0 | | 2 | |
| 6 | 32.0 | | 6 | 1 | 27.0 | | 6 | | 28.0 | | 2 | |
| Other | | | | | | | | | | | | |

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

Last updated: 1/14/2016

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2012-13 | | | 2013-14 | | | 2014-15 | | | | | |
|----------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
| | 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 | 28.0 | | 2 | | | | | | | | 6 | |
| Mathematics | 14.0 | 4 | | | 20.0 | 1 | 2 | | 28.0 | | | 6 |
| Science | 28.0 | | 2 | | 28.0 | | 2 | | 28.0 | | | 6 |
| Social Science | 28.0 | | 2 | | 27.0 | | 3 | | 28.0 | | | 6 |

* 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: 1/10/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

| 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) | 0.8 | N/A |
| Library Media Services Staff (paraprofessional) | | N/A |
| Psychologist | 0.2 | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | 0.2 | N/A |
| Resource Specialist (non-teaching) | 1.8 | N/A |
| Other | | 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: 1/10/2016

Professional Development – Most Recent Three Years

This year's Professional Development has focused on Alignment and Documentation of Curriculum. We undertook this initiative to ensure that students would receive appropriate grade-level content that met state standards as they progressed through the various grade levels. Data had shown that students often repeated curriculum and or had gaps in their education. Our work around alignment should limit both of these concerns.

As well, Creative Arts Charter School has partnered with San Francisco Coalition of Essential Small Schools to support our work in narrowing and closing the achievement gap that currently exists at our school. With their support, our teachers undergo on-going professional development focused on meeting the needs of our low SES.

Creative Arts Charter School uses a variety of methods in our delivery of professional development: grade-level meetings, grade cohort meetings, all-school pd, off-site pd, individual mentoring when needed.

Last updated: 1/14/2016