

Creative Arts Charter

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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Fernando Aguilar, Principal

Principal, Creative Arts Charter

About Our School

Creative Arts Charter School is a highly collaborative, joyful community where every child is known well and appreciated for their unique attributes. Committed to instilling in our students a love for learning and an appreciation for intelligence in its multiple forms, our talented faculty provides an outstanding educational experience that equips students with a strong academic foundation and valuable life skills. We employ a constructivist philosophy to allow students to continually reflect on their own learning, pose their own questions, and pursue answers in a structured, but personalized environment.

Contact

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

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

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	San Francisco Unified
Phone Number	
Superintendent	Vincent Matthews
E-mail Address	
Web Site	http://www.sfusd.edu/

School Contact Information (School Year 2017-18)	
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	info@creativeartscharter.org
Web Site	www.creativeartscharter.org
County-District-School (CDS) Code	38684786112601

Last updated: 1/18/2018

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

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

CACS was founded in 1994 by a small group of families and teachers who shared a vision of an arts-rich, hands-on curriculum based on the best educational research and progressive teaching practices. They had seen other schools' attempts to innovate falter when faced with bureaucratic obstacles and resistance to change. But they persevered in a national climate that alternately supported and rejected innovation in individual school settings. And today our students benefit from a challenging academic environment that includes dedicated dance, visual arts, and music teachers.

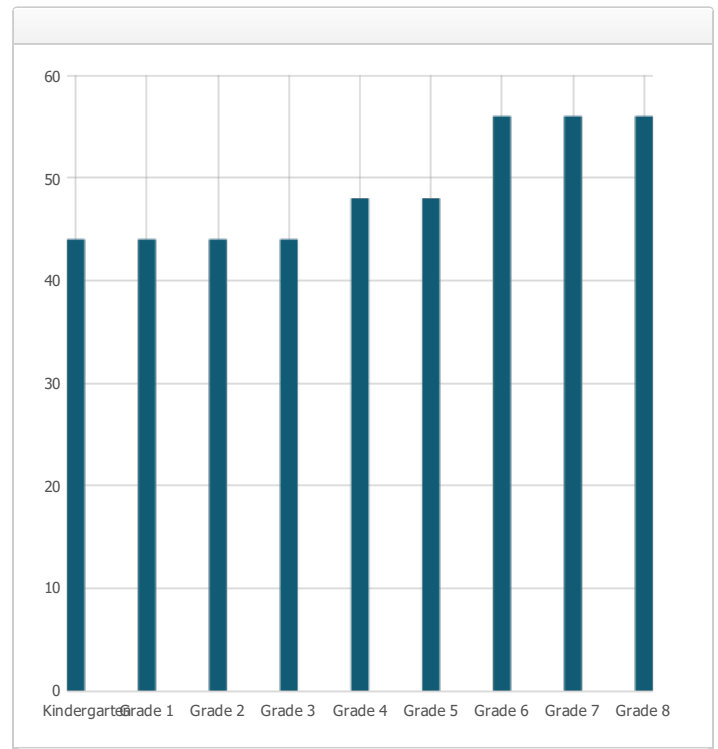
Initially focused on Kindergarten through 3rd grade, the school's scope was extended through the 8th grade in 1997. Creative Arts' first graduates, the Class of 2002, enrolled in a range of high schools throughout San Francisco. Building on our success, the Board of Directors voted in 2012, with the support of the staff and community, to expand the student body to 432 by 2016. To reach this goal, the school will admit two Kindergarten classes each year, as well as an additional sixth grade class in 2016. By 2016, each grade will contain two classes of students. As of the 2017-18 school year, we have 440 students.

Creative Arts continues to evolve in breadth and scale. Originally run almost exclusively by our Board and a long list of volunteers, the school now benefits from an administrative team that includes the director, director of operations, director of arts programming, lower school administrator, middle school administrator, office manager, and administrative assistant. We currently employ 17 classroom teachers; music, dance, and visual arts instructors; A PE teachers, 1.5 FTE counselors, and a .8 FTE literacy specialist. Our special education team is made up of two resource specialists, six paraprofessionals, a speech therapist, and a psychologist. All of our Special Education staff is contracted through SFUSD.

Last updated: 1/18/2018

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

Grade Level	Number of Students
Kindergarten	44
Grade 1	44
Grade 2	44
Grade 3	44
Grade 4	48
Grade 5	48
Grade 6	56
Grade 7	56
Grade 8	56
Total Enrollment	440



Last updated: 1/18/2018

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

8.1% of our families chose 'Declined to State' when asked to choose racial/ethnic student group.

Student Group	Percent of Total Enrollment
Black or African American	8.4 %
American Indian or Alaska Native	1.1 %
Asian	11.6 %
Filipino	0.7 %
Hispanic or Latino	14.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	54.2 %
Two or More Races	9.2 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	18.5 %
English Learners	7.3 %
Students with Disabilities	11.4 %
Foster Youth	0.0 %

Last updated: 1/24/2018

A. Conditions of Learning

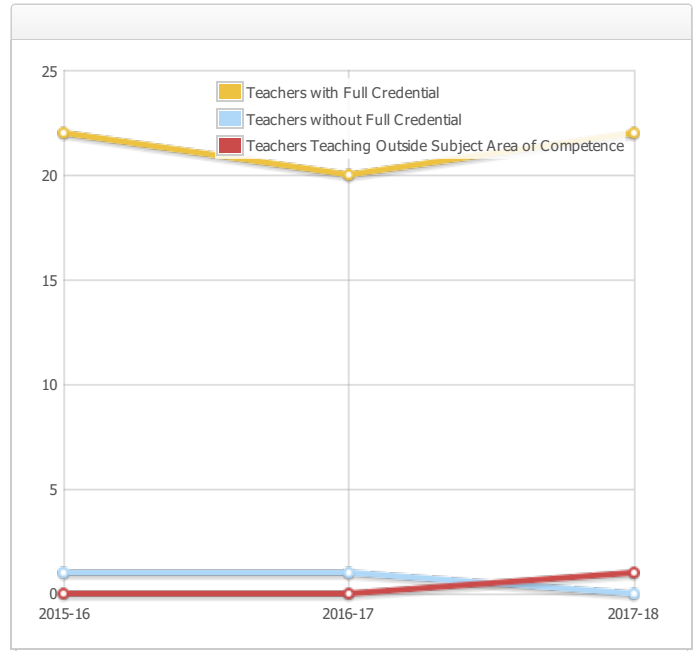
State Priority: Basic

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

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

Teacher Credentials

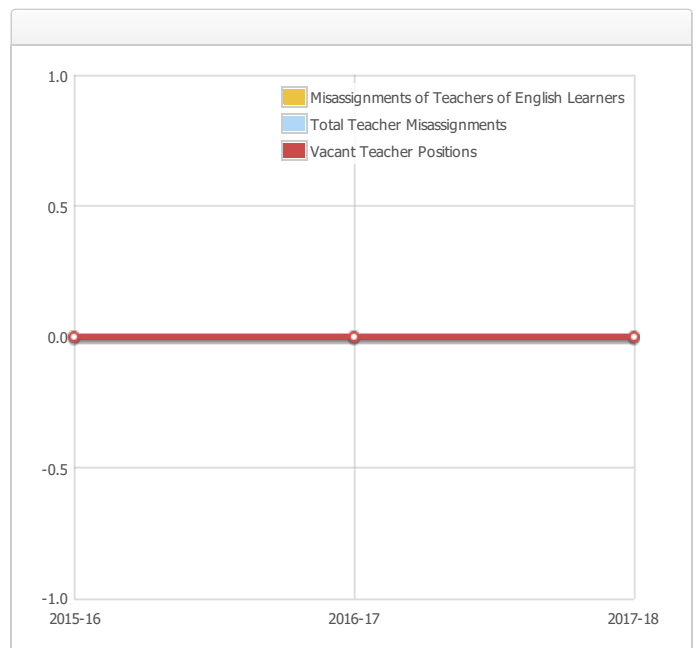
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	20	22	
Without Full Credential	1	1	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	



Last updated: 1/30/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/30/2018

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> • Open Court Reading Program & Jolly Phonics (Grades K-2) • Lucy Calkins Readers & Writers Workshop (Grades K-5) • Fountas & Pinnel Guided Reading Intervention (Grades (K-5) 	No	0.0 %
Mathematics	<ul style="list-style-type: none"> • Bridges in Mathematics (Grades K-5) • Jo Boaler Math Pedagogy from Stanford (Grades K-8) • Teacher Developed Curriculum (Grades 6-8) • Study Island (Grades 6-8) 	Yes	0.0 %
Science	<ul style="list-style-type: none"> • GEMS Investigations (Grades K-5) • FOSS Kits (Grades K-5) • Study Island (Grades 6-8) • Big Ideas (Grades 6-8) 	No	0.0 %
History-Social Science	<ul style="list-style-type: none"> • History Alive (Grades K-8) • Teacher's Curriculum Institute (TCI) • Reader's & Writer's Workshop - Lucy Calkins (Columbia University) • Canterbury Tales • Seven Daughters and Seven Sons • A Long Walk to Water • The Lost Boys of Sudan (Movie) • Mastering Short Responses and Essays • Wordly Wise 3000, Kenneth Hodkinson/Sandra Adams 	No	0.0 %
Foreign Language	We do not offer Foreign Language Instruction		0.0 %
Health	<ul style="list-style-type: none"> • Responsive Classroom (Grades K-5) • Zones of Regulation (Grades K-5) • Origins Developmental Designs (Grades 6-8) • C.A.R.E.S. Program (Cooperation, Assertion, Responsibility, Empathy, Self-Control) (Grades K-8) • Rights, Respect, Responsibility (K-12 Advocates for Youth Curriculum) 	No	0.0 %
Visual and Performing Arts	<ul style="list-style-type: none"> • Visual Thinking Strategies • Project Zero from Harvard University • LEAP Arts in Education Partnership • ILSP (Integrated Learning Specialist Program through ACOE) • American Conservatory Theatre Partnership • Orff Schulwerk Music Instruction Music • Standards-Based Teacher Developed Music & Dance Curriculum 		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/30/2018

School Facility Conditions and Planned Improvements

SFUSD is responsible for maintaining our school site. We submit work orders via email and they forward them to the appropriate department. There are no facility improvements in the works at this time. The school is cleaned by an outside vendor 5 days/week.

In the past year, we installed automatic soap and towel dispensers in all bathrooms as well as updating our restrooms so that every floor has a gender neutral bathroom on it.

Last updated: 1/30/2018

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Some rooms still need sanding and painting by SFUSD.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Building is cleaned 5x/week. Ongoing trap setting and maintenance for mice control.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	There are structural issues on roof that have been repaired within the last year, but not replaced. This damage has caused some cracks in the North side of the building. SFUSD is aware of these issues.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/30/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	68%	71%	53%	55%	48%	48%
Mathematics (grades 3-8 and 11)	53%	55%	49%	50%	36%	37%

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

Last updated: 1/30/2018

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	306	291	95.10%	71.48%
Male	142	131	92.25%	69.47%
Female	164	160	97.56%	73.13%
Black or African American	20	20	100.00%	--
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100.00%	66.67%
Filipino	--	--	--	--
Hispanic or Latino	38	37	97.37%	67.57%
Native Hawaiian or Pacific Islander				
White	147	136	92.52%	83.09%
Two or More Races	16	14	87.50%	78.57%
Socioeconomically Disadvantaged	61	56	91.80%	44.64%
English Learners	21	20	95.24%	55.00%
Students with Disabilities	44	36	81.82%	27.78%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2018

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	306	289	94.44%	55.21%
Male	142	129	90.85%	56.25%
Female	164	160	97.56%	54.38%
Black or African American	20	20	100.00%	--
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100.00%	60.00%
Filipino	--	--	--	--
Hispanic or Latino	38	37	97.37%	40.54%
Native Hawaiian or Pacific Islander				
White	147	135	91.84%	64.44%
Two or More Races	16	13	81.25%	69.23%
Socioeconomically Disadvantaged	61	56	91.80%	32.14%
English Learners	21	20	95.24%	35.00%
Students with Disabilities	44	36	81.82%	14.29%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2018

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

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	75.0%	63.0%	58.0%	57.0%	56%	54%

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

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

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

Last updated: 1/30/2018

Career Technical Education Participation (School Year 2016-17)

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

Last updated: 1/30/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	37.8%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement is at the core of Creative Arts Charter School's community building and success. Our Family Association (Our version of a PTA) ensures that families have meaningful ways to participate and contribute in our community by posting a weekly update with volunteer opportunities, giving out parent participation interest surveys at the start of each school year, and managing several community building events each year. We work hard to ensure that volunteerism at Creative Arts aligns with families' passions, schedule, and skills. Creative Arts Charter School asks all families to do their best to volunteer for 20 hours per adult, per household, each year.

In addition to community building through volunteerism, our Family Association offers multiple parent education seminars each school year based on subjects generated by parent interest. Our most recent topics have included: Talking to children about race, Children & media, Math information night, and Black & Latino academic achievement and community building.

The family community at Creative Arts is continually included in updates from our Board of Directors (made up of 89% parents & guardians) as well. We offer evening information sessions on school finances and governance to keep our community informed and provide opportunities for input.

State Priority: Pupil Engagement

Last updated: 1/30/2018

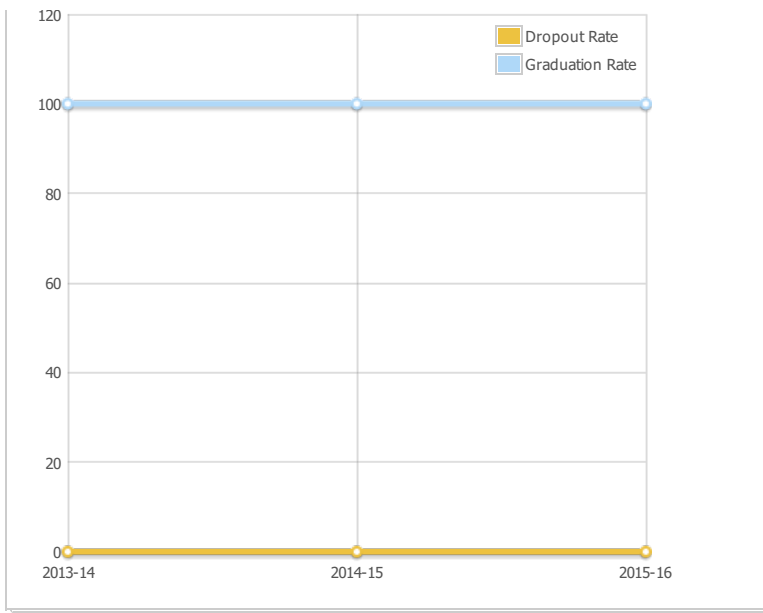
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	100.0%	100.0%	100.0%	83.9%	84.9%	86.5%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



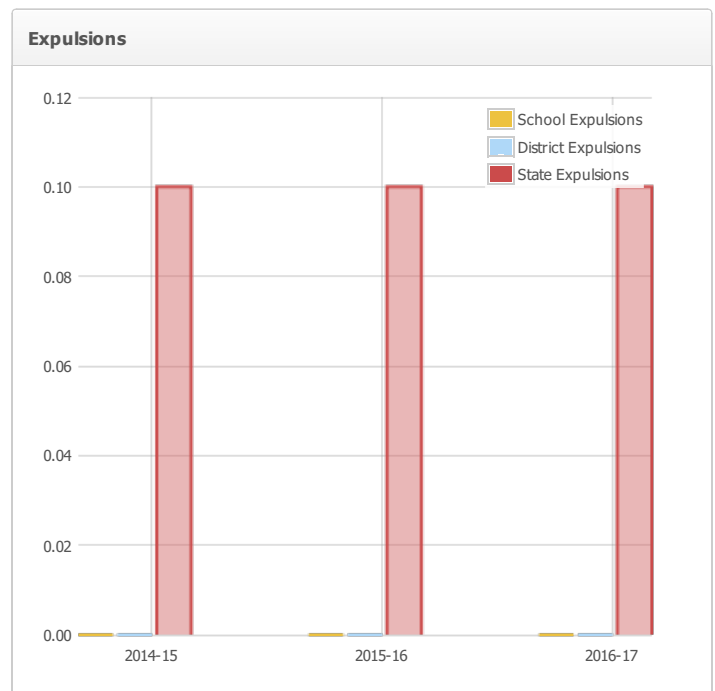
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.5%	3.1%	1.6%	1.6%	1.3%	1.6%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/30/2018

School Safety Plan (School Year 2017-18)

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 injury and illness prevention program, an exposure control plan, disaster procedures, procedures for safe entry and exit of school procedures for serious disciplinary issues, a sexual harassment policy, child abuse reporting procedures, and a school-wide behavior and social-emotional support plan specific to different developmental levels of students.

The current emergency plan was reviewed, updated, and approved by the administration in August of 2017. All staff review the plans together at the start of each school year and practice drills regularly, both with students and without. All staff of Creative Arts is CPR, First-Aid, and Epi-pen certified. In addition, our staff are trained on the following at the start of each school year:

- Blood Borne Pathogens
- Child Abuse & Neglect
- Youth Suicide Awareness & Prevention
- Concussion Awareness - PE Instructor & Admin
- Drug & Alcohol-Free Workplace
- Hazard Communications

In addition, the administration has all completed the AB1825 compliant sexual harassment training.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	43
Percent of Schools Currently in Program Improvement	N/A	69.4%

Last updated: 1/30/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	0	2	0	22.0	0	2	5	22.0	0	2	0
1	22.0	0	2	0	22.0	0	2	0	22.0	3	2	0
2	22.0	0	2	0	24.0	0	2	1	22.0	0	2	0
3	22.0	0	2	0	24.0	0	2	5	22.0	0	2	0
4	24.0	0	1	0	24.0	0	2	6	24.0	0	2	0
5	24.0	0	2	0	24.0	0	4	1	24.0	0	2	0
6	26.0	1	1	0	28.0	7	8	1	28.0	0	2	0
Other	0.0	0	0	0	28.0	0	0	0	28.0	0	2	0

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

Last updated: 1/30/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Mathematics	28.0	0	4	0	28.0	0	4	0	0.0	0	0	0
Science	28.0	0	4	0	28.0	0	4	0	0.0	0	0	0
Social Science	28.0	0	4	0	28.0	0	4	0	28.0	0	4	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/17/2018

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	1.5	N/A
Library Media Teacher (Librarian)	0.8	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	2.0	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: 1/24/2018

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9582.9	\$109.7	\$9473.2	--
District	N/A	N/A	\$0.0	\$67537.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-200.0%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	36.1%	-200.0%

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

Last updated: 1/30/2018

Types of Services Funded (Fiscal Year 2016-17)

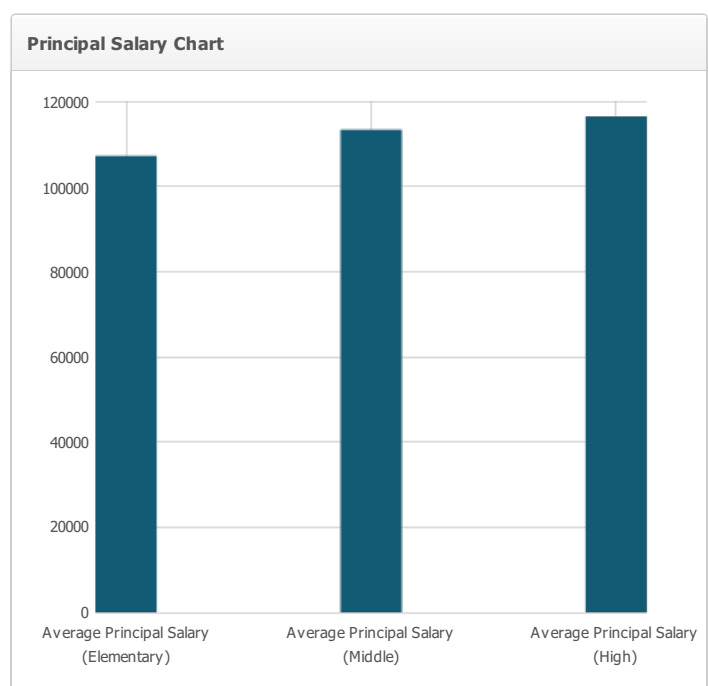
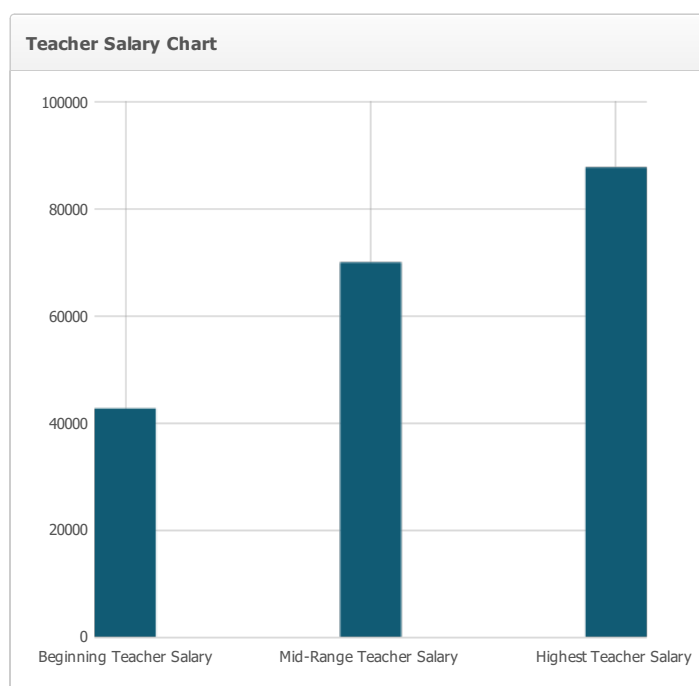
- Free Homework support for Middle School students every morning before school
- 80% FTE reading intervention specialist
- Middle School Math Specialist
- Psychologist, Speech Therapist, 2.5 Resource Specialists, 1.5 School Counselors, 6 paraprofessionals
- Director of Arts supporting arts integration on all grade levels
- Arts Specialist in Visual Arts, Music, & Dance (& Theatre for Middle School Students)
- Visiting Artist Program (LEAP)

Last updated: 1/30/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,631	\$47,808
Mid-Range Teacher Salary	\$69,913	\$73,555
Highest Teacher Salary	\$87,660	\$95,850
Average Principal Salary (Elementary)	\$107,156	\$120,448
Average Principal Salary (Middle)	\$113,292	\$125,592
Average Principal Salary (High)	\$116,399	\$138,175
Superintendent Salary	\$310,000	\$264,457
Percent of Budget for Teacher Salaries	29.0%	35.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/17/2018

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 1/30/2018

Professional Development

Primary Areas of Staff Development for the past 3 years have been equity, closing the achievement gap, math curriculum, Restorative Justice Techniques, & Arts Integrated Practices

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 lowest achieving students and evaluating their teaching practices. In combination with this work, we have been analyzing student outcome data to find the areas of need and address them.

Last updated: 1/30/2018