

Creative Arts Charter

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	San Francisco Unified
Phone Number	(415) 241-6000
Superintendent	Vincent Matthews
Email Address	matthewsv@sfusd.edu
Website	http://www.sfusd.edu

School Contact Information (School Year 2019—20)	
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, Executive Director
Email Address	info@creativeartscharter.org
Website	www.creativeartscharter.org
County-District-School (CDS) Code	38684786112601

Last updated: 1/8/2020

School Description and Mission Statement (School Year 2019—20)

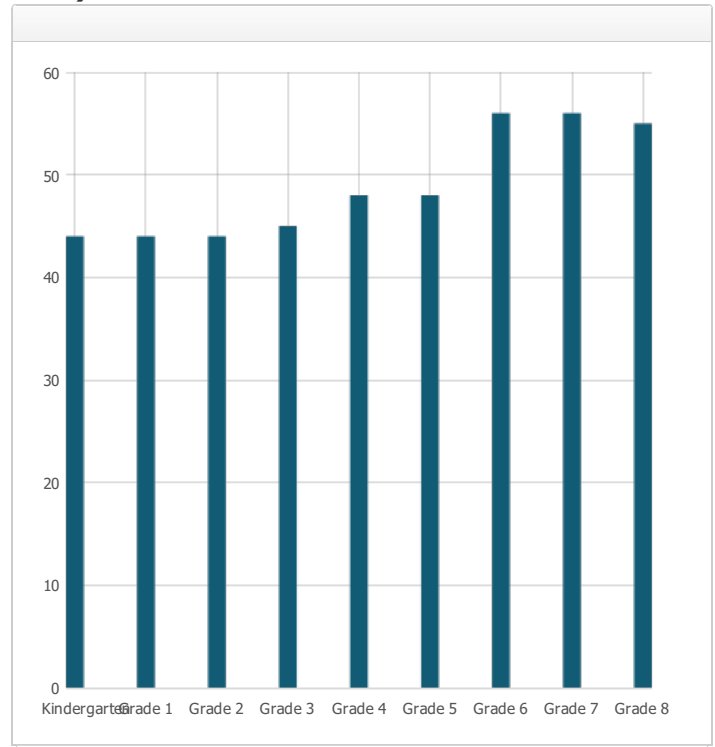
Creative Arts Charter School engages K-8 students in an equitable and academically rigorous education through arts integrated and interdisciplinary study. Our public-school community cultivates curiosity and joy. Students are empowered to develop a sense of self, responsibility, and advocacy to effect and create change in their communities and the world.

<https://creativeartscharter.org/our-mission/>

Last updated: 1/9/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	44
Grade 1	44
Grade 2	44
Grade 3	45
Grade 4	48
Grade 5	48
Grade 6	56
Grade 7	56
Grade 8	55
Total Enrollment	440



Last updated: 1/9/2020

Student Enrollment by Student Group (School Year 2018—19)

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	7.70 %
American Indian or Alaska Native	0.90 %
Asian	6.00 %
Filipino	1.40 %
Hispanic or Latino	16.00 %
Native Hawaiian or Pacific Islander	%
White	56.10 %
Two or More Races	10.70 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	21.10 %
English Learners	7.40 %
Students with Disabilities	10.70 %
Foster Youth	0.20 %
Homeless	%

A. Conditions of Learning

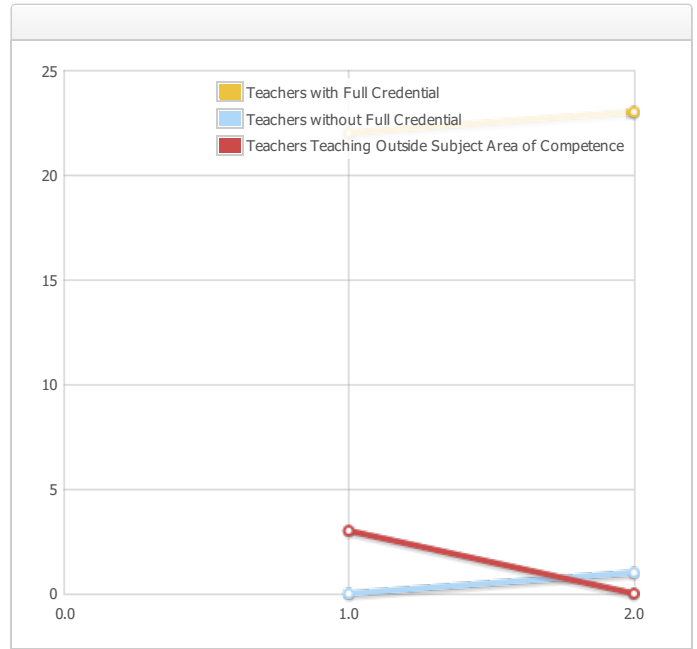
State Priority: Basic

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

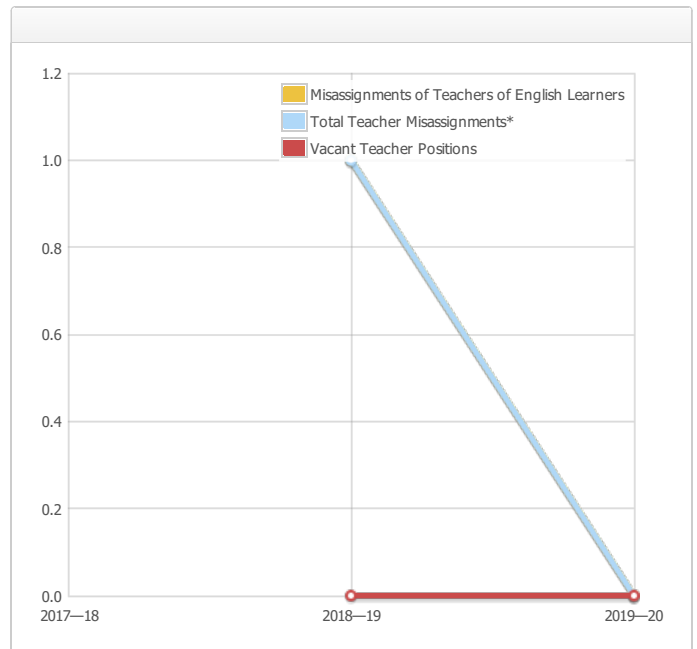
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential		22	23	
Without Full Credential		0	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)		3	0	



Last updated: 1/21/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners		1	0
Total Teacher Misassignments*		1	0
Vacant Teacher Positions		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: 1/17/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> Units of Study for Teaching Reading (Lucy Calkins Readers Workshop; Grades Kinder-6th) Units of Study in Opinion, Information, & Narrative Writing (Lucy Calkins Writers Workshop; Grade Kinder-6th) Units of Study for Teaching Phonics (Grades Kinder-2nd) Accelerated Reader (Grades 6th-8th) Teacher developed Curricula in reading comprehension, writing development (Grades 7th & 8th) Book Group/Studies in Fiction, Historical Fiction, Non-Fiction & other genres (Grades 3rd-8th) Grammar, Spelling, & Vocabulary Development through Words Their Way, Wordly-Wise, & Structured Word Inquiry (Grades 4th-8th) 	Yes	0.00 %
Mathematics	<ul style="list-style-type: none"> Bridges in Mathematics, 2nd Edition (Grades Kinder-5th) Open Up Resources: Illustrative Mathematics (Grades 6th-8th) Study Island (6th Grade) Splash Math (Grades 2nd-5th) Kahn Academy (6th-8th Grades) 	Yes	0.00 %
Science	<ul style="list-style-type: none"> Teacher developed curricula aligned with NGSS (Next Generation Science Standards) FOSS Kits for Science Experimentation (Grades 4th & 5th) GEMS Guides (Grade: Kinder & 1st) Study Island (Grades 7th & 8th) 	Yes	0.00 %
History-Social Science	<ul style="list-style-type: none"> Teacher developed curricula grounded in social justice and aligned with CA Common Core Standards TCI History Alive! (Grades 6th-8th) 	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	<ul style="list-style-type: none"> Contract with Superstar Health Education & other independent health specialists for puberty and sex education (starting in 4th Grade) 	Yes	0.00 %
Visual and Performing Arts	<ul style="list-style-type: none"> Various frameworks from Harvard University's Project Zero including: Making Learning Visible, Studio Habits of Mind, and Teaching for Understanding Visual Thinking Strategies Design Thinking (Grades 6th-8th) Students in Kinder-5th Grades receive instruction in Visual Arts, Music, & Dance for 50 minutes per discipline each week Students in Grade 6th-8th receive instruction in their chosen arts elective: Visual Arts, Music, Dance, or Theatre for 150 minutes per week 	Yes	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: 1/15/2020

School Facility Conditions and Planned Improvements

School Facility is in good working order with the exception of an ongoing roof issue that we are working with SFUSD to resolve per our MOU. There are no additions, modifications, or changes planned at this time.

Last updated: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Repairs were made to heating units early in this school year.
Interior: Interior Surfaces	Good	All floors are stripped and waxed every summer prior to school commencement.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Regular maintenance and janitorial is done. All windows were cleaned last year. All heaters were taken apart and cleaned over the summer. There is regular pest prevention.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Some outdoor water fountains are not in perfect working order, but we also have 2 new water bottle filling stations and hope to get 1 more.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roof has ongoing issue that needs proper repair. Temporary repair was completed 2 years ago.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2019

Overall Rating	Good
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Last updated: 1/9/2020

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	73.0%	74.0%	55.0%	56.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	68.0%	65.0%	50.0%	49.0%	38.0%	39.0%

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.

Note: ELA and 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.

Last updated: 1/15/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	310	296	95.48%	4.52%	73.65%
Male	135	133	98.52%	1.48%	67.67%
Female	175	163	93.14%	6.86%	78.53%
Black or African American	25	24	96.00%	4.00%	20.83%
American Indian or Alaska Native	--	--	--	--	
Asian	22	22	100.00%	0.00%	86.36%
Filipino	--	--	--	--	
Hispanic or Latino	48	45	93.75%	6.25%	68.89%
Native Hawaiian or Pacific Islander					
White	169	163	96.45%	3.55%	81.60%
Two or More Races	30	26	86.67%	13.33%	73.08%
Socioeconomically Disadvantaged	73	67	91.78%	8.22%	44.78%
English Learners	26	26	100.00%	0.00%	61.54%
Students with Disabilities	46	41	89.13%	10.87%	41.46%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

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: 1/9/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	310	292	94.19%	5.81%	65.41%
Male	135	133	98.52%	1.48%	64.66%
Female	175	159	90.86%	9.14%	66.04%
Black or African American	25	23	92.00%	8.00%	17.39%
American Indian or Alaska Native	--	--	--	--	
Asian	22	22	100.00%	0.00%	77.27%
Filipino	--	--	--	--	
Hispanic or Latino	48	45	93.75%	6.25%	60.00%
Native Hawaiian or Pacific Islander					
White	169	161	95.27%	4.73%	73.91%
Two or More Races	30	25	83.33%	16.67%	60.00%
Socioeconomically Disadvantaged	73	66	90.41%	9.59%	40.91%
English Learners	26	26	100.00%	0.00%	53.85%
Students with Disabilities	46	41	89.13%	10.87%	24.39%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

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: 1/9/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/9/2020

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7	--	--	--

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/9/2020

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 school site

Opportunities for Parental Involvement (School Year 2019—20)

Parent/Guardian & Family involvement is a core part of Creative Arts Charter School's community. Our family association (our version of a PTA) ensures that all families have meaningful opportunities to participate in and contribute to our educational community. We post weekly volunteer opportunities that can be done both at home or at school, we provide surveys to families to discover their passions and how they wish to connect to school. We host affinity group meetings and events for parents & guardians of color and provide ongoing family education events based on parent/guardian interest and feedback. These topics include everything from students and media use to how to talk to your kids about race, and supporting your child in common core Math curriculum.

We have community meetings 3 times per month to exhibit student learning and share appreciations amongst the community. We host a Director's coffee once a month to get community feedback and address questions and concerns.

Our Board of Directors is made up of 95% parents and guardians from the community. We offer evening information sessions on school governance, finances, charter renewal, and the LCAP.

We offer free childcare and translation for parent education events and back to school night.

State Priority: Pupil Engagement

Last updated: 1/17/2020

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

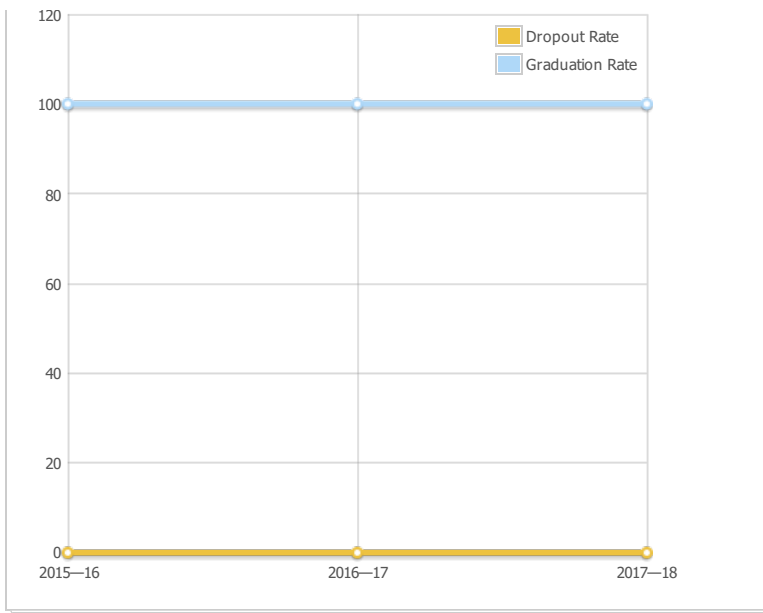
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	7.60%	9.70%
Graduation Rate	100.00%	86.50%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	13.10%	11.20%	9.10%	9.60%
Graduation Rate	100.00%	100.00%	73.10%	72.10%	82.70%	83.00%

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



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/9/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	4.70%	3.30%	4.50%	1.60%	1.60%	1.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/9/2020

School Safety Plan (School Year 2019—20)

Creative Arts Charter School has developed a school safety plan that meets the state requirements as outlined in the CA Education Code 35294 et seq. The safety plan includes an illness and injury prevention program, an exposure control plan, disaster procedures, policies & procedures for safe entry & exit, disciplinary procedures, sexual harassment policies, youth suicide prevention, child abuse reporting procedures, and a school-wide behavioral and social emotional support plan.

The current emergency and safety plan were reviewed, updated, and approved by the administration in August of 2019. All staff is trained annually on emergency plans and drills are completed according to schedule. All staff at Creative Arts are trained in the following subjects annually:

- CPR, first aid, and epi-pen administration (bi-annually per certification requirements)
- Child Abuse and Neglect - mandated reporter training
- Youth suicide awareness and prevention
- Concussion awareness and protocols: PE Teacher and Sports Coaches
- Drug & Alcohol Free Workplace
- Hazard Communications
- ALICE (Active Shooter Training)
- Trauma Informed Training for Educators
- San Francisco Coalition of Essential Small Schools (SFCESS) Equity Training

Last updated: 1/9/2020

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00	0	2	0
1	22.00	0	2	0
2	22.00	0	2	0
3	22.00	0	2	0
4	24.00	0	2	0
5	24.00	0	2	0
6	28.00	0	2	0
Other**		0	4	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00	0	2	0
1	22.00	0	2	0
2	22.00	0	2	0
3	22.00	0	2	0
4	24.00	0	2	0
5	24.00	0	2	0
6	28.00	0	2	0
Other**	28.00	0	4	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00	0	2	0
1	22.00	0	2	0
2	22.00	0	2	0
3	22.00	0	2	0
4	24.00	0	2	0
5	24.00	0	2	0
6	28.00	0	2	0
Other**	28.00	0	4	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science	28.00		4	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics	28.00		4	
Science	28.00		4	
Social Science	28.00		4	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics	27.00		4	
Science	27.00		4	
Social Science	27.00		4	

* 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: 1/9/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	1.53

*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.

**Average Number of Pupils per Counselor

Last updated: 1/17/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.53
Library Media Teacher (Librarian)	0.80
Library Media Services Staff (Paraprofessional)	3.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	3.00
Other	0.00

*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: 1/17/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11164.00	\$486.75	\$10677.00	\$71197.00
District	N/A	N/A	--	\$73379.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

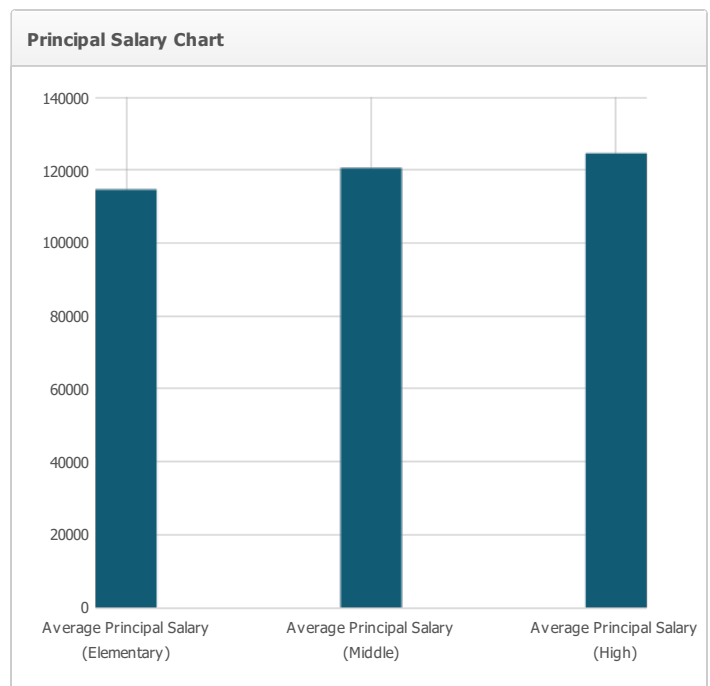
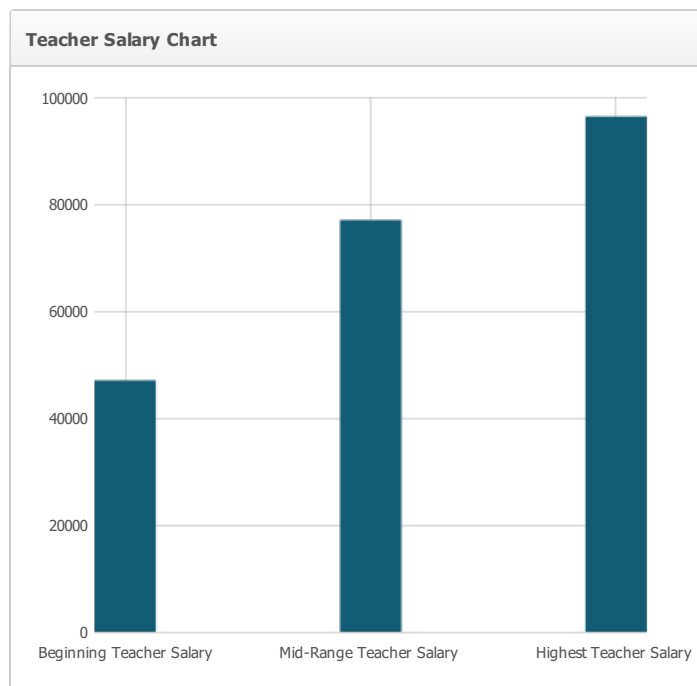
Note: Cells with N/A values do not require data.

Last updated: 1/17/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,028	\$48,612
Mid-Range Teacher Salary	\$77,010	\$74,676
Highest Teacher Salary	\$96,368	\$99,791
Average Principal Salary (Elementary)	\$114,660	\$125,830
Average Principal Salary (Middle)	\$120,566	\$131,167
Average Principal Salary (High)	\$124,586	\$144,822
Superintendent Salary	\$310,000	\$275,796
Percent of Budget for Teacher Salaries	33.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



Last updated: 1/9/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4

Last updated: 1/21/2020