City Arts & Leadership Academy
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at https://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 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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2023-24 School Contact Information

School Name	City Arts & Leadership Academy
Street	350 Seneca Ave
City, State, Zip	San Francisco, CA 94112
Phone Number	(415) 841-8910
Principal	Phillip Chardon
Email Address	pchardon@es-cat.org
School Website	https://es-cat.org/
County-District-School (CDS) Code	38684780107300

2023-24 District Contact Information

District Name	City Arts & Leadership Academy
Phone Number	(415) 241-6085
Superintendent	Elizabeth Raji-Greig
Email Address	erajigreig@envisionschools.org
District Website	https://envisionschools.org/

2023-24 School Description and Mission Statement

City Arts & Leadership Academy (CAL Academy) is in its first year of operation after a merger between Leadership High School (an independent charter school) and City Arts and Tech High School (which was part of Envision Education). In 2021, the merger of the two school communities was approved by the Board of Directors of Leadership High School and Envision Education, as well as the San Francisco Unified School District Board of Education. In August of 2022, doors opened to 470, 9th-12th graders composed of students from both schools and new 9th-grade students.

The mission of CAL Academy is to transform the lives of students – especially those who will be the first in their family to attend college – by preparing them for success in college, in careers, and in life. CAL Academy accomplishes this mission by educating our students with Envision's nationally-recognized Portfolio Defense model, a whole-school performance assessment system in which students regularly present and defend their academic work, their growth, and their readiness to advance. Students are empowered to reach higher and go farther, to set educational goals for themselves, persist through challenges, and succeed on their chosen paths of college and career. CAL Academy offers a rigorous academic experience and a diverse, strong community. All students take the A-G course sequence required for them to apply to University of California (UC) and other four-year colleges. The learning environment helps students to take on challenges and experience success in high school and college. The school is rich in community involvement and provides opportunities for students to participate in multiple programs including SEO Scholars, College Track, 100% College Prep, Boys and Girls Club of San Francisco, San Francisco Mime Troupe Youth Theater Project, Youth Art Exchange, Mission Neighborhood Health Center, uAspire, Mission Graduates, and many others.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	90
Grade 10	123
Grade 11	121
Grade 12	139
Total Enrollment	473

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44%
Male	55.4%
American Indian or Alaska Native	0.2%
Asian	1.7%
Black or African American	9.1%
Filipino	1.7%
Hispanic or Latino	80.5%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	3%
White	3.2%
English Learners	25.2%
Foster Youth	0.4%
Homeless	0.2%
Socioeconomically Disadvantaged	73.2%
Students with Disabilities	20.3%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.30	70.26	2186.90	77.23	228366.10	83.12
Intern Credential Holders Properly Assigned	1.10	7.37	63.80	2.26	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.60	22.30	252.50	8.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	120.20	4.25	12115.80	4.41
Unknown	0.00	0.00	207.90	7.34	18854.30	6.86
Total Teaching Positions	16.10	100.00	2831.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.50	45.94	2234.30	78.03	234405.20	84.00
Intern Credential Holders Properly Assigned	1.50	10.60	83.60	2.92	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.10	43.46	203.60	7.11	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	115.90	4.05	11953.10	4.28
Unknown	0.00	0.00	225.80	7.89	15831.90	5.67
Total Teaching Positions	14.10	100.00	2863.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	3.60	6.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.60	6.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	30	52.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	34.5	6.8

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teacher-created content using SpringBoard ELA curriculum	Yes	0
Mathematics	Teacher-created content using Illustrative Math and College Preparatory Math Curriculum	Yes	0

Science	Teacher-created, common-core aligned materials	Yes	0
History-Social Science	Teacher-created, common-core aligned materials	Yes	0
Foreign Language	Teacher-created, common-core aligned materials	Yes	0
Health	Teacher-created, common-core aligned materials	Yes	0
Visual and Performing Arts	Teacher-created, common-core aligned materials	Yes	0

School Facility Conditions and Planned Improvements

CAL Academy moved to a new facility in August 2022. Our current facility is a San Francisco School District (SFUSD) campus that was built in 1927 and fully remodeled and expanded in 2015. We work closely with SFUSD to maintain the site. We employ day porter service and night custodial crews to keep a clean campus. The site offers larger, well-lit classrooms, a cafeteria, larger multipurpose room, large art room, dance studio space, blacktop, and spaces to provide comprehensive mental health, wellness, and counseling services to students. The building is welcoming, clean, and fosters student learning. We have requested but not received our 22-23 FIT report from SFUSD.

Year and month of the most recent FIT report	n/a

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	67	61	53	53	47	46
Mathematics (grades 3-8 and 11)	15	8	44	44	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	110	107	97.27	2.73	61.32
Female	55	52	94.55	5.45	61.54
Male	54	54	100.00	0.00	60.38
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	83	98.81	1.19	60.98
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	30	100.00	0.00	43.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	55	94.83	5.17	57.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	16	84.21	15.79	50.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	110	105	95.45	4.55	7.62
Female	55	52	94.55	5.45	7.69
Male	54	52	96.30	3.70	5.77
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	82	97.62	2.38	3.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	30	100.00	0.00	6.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	53	91.38	8.62	5.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	16	84.21	15.79	6.25

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	40.00	17.65	39.68	41.65	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	133	119	89.47	10.53	17.65
Female	64	58	90.63	9.37	15.52
Male	69	61	88.41	11.59	19.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	14	13	92.86	7.14	15.38
Filipino	--	--	--	--	--
Hispanic or Latino	103	94	91.26	8.74	11.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	24	96.00	4.00	4.17
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	70	90.91	9.09	15.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	24	77.42	22.58	0.00

2022-23 Career Technical Education Programs

CAL Academy offers a Career Technical Education (CTE) course (i.e., PLTW Biomedical), but does not have dedicated CTE pathway. Instead, our students historically participate in a Workplace Learning Experience (WLE) internship during their 11th or 12th grade years. During this experience, students work with an adult mentor within a field that requires a college education and that they are interested in pursuing. Students have participated in internships with teachers, doctors, business owners, scientists, politicians, filmmakers, and real estate agents, among others. The mentor works with the student on location one time per week for nine weeks to give the student hands-on experience of work in the field. Students complete a major project for their intern placement organization. This program gives students the opportunity to apply their learning and have a sense of what they might want to study in college. Students must meet the clearly defined WLE standards as part of CAL Academy's graduation criteria.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	96
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	100

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	80	71	96	96	97

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and families are central members of the CAL Academy community. To ensure parent and family engagement and participation in their students' educations, CAL Academy provides opportunities for engagement at school events such as Back to School Night, College Night, Exhibitions, Parent Listening Circles, Online Town Hall, Family Picnic Day, Portfolio Defenses of Learning, and Semester Student Led Conferences. Feedback is solicited at most of these events. Portfolio defenses of learning effectively draw 85% of parents and families to the school to witness their children's passage into Upper Division and out of high school (for 10th and 12th graders respectively).

Family Conferences at the end of Quarter 1, and Quarter 3 provide parents, students, and staff to effectively monitor student progress. These conferences are student-led and
require the student to complete a reflection sheet prior to the conference. Students then lead their parents through a series of data points to ensure both student and parent
understand the student's progress, areas of growth, and steps moving forward.

CAL Academy's Family Leadership Council meets a few times a year. The goal of the Family Leadership Council is to build community, discuss initiatives, and celebrate student and CAL Academy community successes through the input of parents and families.

CAL Academy also holds Town Hall meetings once per month. Town Hall meetings support developing ties among families; strengthen communication between school and home; and learning together. At Town Halls, we have addressed issues such as: community partnerships, grading and assessment, and college preparation. We know that strong relationships between families and the school strengthen the school community and move us closer to our mission of preparing students for college, career, and life.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	13.6	6	5	36.6	47.9	28.5	9.4	7.8	8.2
Graduation Rate	86.4	90	95	58.2	47.5	67.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	139	132	95.0
Female	65	63	96.9
Male	74	69	93.2
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	15	13	86.7
Filipino	--	--	--
Hispanic or Latino	108	104	96.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	37	36	97.3
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	123	116	94.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	34	32	94.1

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	494	480	202	42.1
Female	220	213	101	47.4
Male	271	264	99	37.5
Non-Binary	3	3	2	66.7
American Indian or Alaska Native	1	1	0	0.0
Asian	8	8	2	25.0
Black or African American	45	45	24	53.3
Filipino	8	8	3	37.5
Hispanic or Latino	394	384	150	39.1
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	16	14	10	71.4
White	16	15	8	53.3
English Learners	127	126	45	35.7
Foster Youth	2	2	2	100.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	361	355	151	42.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	107	105	52	49.5

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.65	7.89	0.02	1.81	2.13	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.89	0
Female	5.45	0
Male	9.96	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	13.33	0
Filipino	0	0
Hispanic or Latino	7.61	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	6.25	0
White	6.25	0
English Learners	7.87	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	7.76	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.28	0

2023-24 School Safety Plan

Ensuring student safety is a priority. CAL Academy has an active process to ensure safety on a daily basis as well as plans for emergencies. We have systems for ensuring that campus is secure during the school day. We require that all visitors sign in at the office upon entrance and exit from the building. The building grounds are monitored 24 hours a day by a San Francisco School District alarm system and camera system. From 8:00 a.m. to 4:30 p.m. our staff monitor the hallways to ensure students are in classrooms learning and visitors have hallways and facilities are secure.

All staff members are trained in safety guidelines to address any emergency. Our School Safety Plan addresses student and staff protocol in case of fire, earthquake, intruder, and other emergencies. The City of San Francisco supports the school in completing random fire and safety drills monthly so that students are prepared in case of an incident. We share this information with staff at staff meetings and reinforce the information through email and written charts and diagrams posted in classrooms.

Our science classrooms are equipped with chemical showers, eyewashes, fire extinguishers, and sprinkler systems.

CAL Academy is prepared for emergencies. Our Operations Manager coordinates with our insurance company to walk through the building and seeks out and repairs any potential risks. The CAL Academy Leadership Team frequently meets about any issues that arise and work as a team to fix them in a timely manner. We are proactive in preparing for any emergency.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	3	7	
Mathematics	21	6	6	
Science	25	3	5	
Social Science	27		7	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	4	6	
Mathematics	21	7	6	
Science	22	3	5	
Social Science	26	3	7	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	2	17	0
Mathematics	25	7	12	0
Science	24	5	11	0
Social Science	25	8	16	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12850	1777	11073	65576
District	N/A	N/A		$84,881
Percent Difference - School Site and District	N/A	N/A		-25.5
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	50.7	-26.2

Fiscal Year 2022-23 Types of Services Funded

We use state and federal funds to support the following programs and services:
Universal Free Meal Program
Special Education services
Instructional materials (through lottery revenues)
Supplemental school counseling (mental health, emotional counseling, instructional aids, etc.)
Summer School

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,289	$55,550
Mid-Range Teacher Salary	$88,732	$80,703
Highest Teacher Salary	$110,750	$109,418
Average Principal Salary (Elementary)	$126,423	$137,703
Average Principal Salary (Middle)	$133,069	$143,760
Average Principal Salary (High)	$137,439	$159,021
Superintendent Salary	$328,879	$319,443
Percent of Budget for Teacher Salaries	28.65%	30.35%
Percent of Budget for Administrative Salaries	5.21%	4.87%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	40.5

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	7
Mathematics	1
Science	2
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	16

Professional Development

CAL Academy has built a vibrant professional learning community through meaningful professional development, dedicated time for collaboration, and effective coaching.

Individual Teacher Improvement: All new teachers at CAL Academy are assigned a coach. Coaches include academic specialists, the Principal, and Vice-Principals. Coaches work with the teachers to set instructional improvement goals, visit classrooms, and meet with the teacher on a weekly or biweekly basis. Coaches also assist teachers in analyzing data from their classroom and Common Interim Assessments to identify areas of strength and areas of growth in student learning for the purpose of targeted reteaching.

Staff Development: The entire staff engages in cycles of inquiry during weekly professional development meetings. These cycles have been led by teacher teams and supported by central office staff. The topic of this year's cycles has been student-centered instructional practices within a project-based learning model. We have also engaged in conversations about race and equity as a staff to better serve our students and be responsive to all of our school community.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	17	10	