

City Arts & Leadership Academy

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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	Lloyd Knight
Email Address	lknight@cityartsandleadership.org
School Website	https://es-cal.org/
Grade Span	9-12
County-District-School (CDS) Code	38684780107300

2025-26 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/

2025-26 School Description and Mission Statement

City Arts & Leadership Academy (CAL) is a 9-12 high school, serving students in San Francisco and the surrounding area. CAL's charter was established in 2004 and will be renewed in 2027.

CAL's students are primarily Hispanic and Latino, with smaller proportions of African-American, white, multiracial, and Asian students. Over 25% are English Learners and 73% are socioeconomically disadvantaged. The vast majority will be the first in their families to attend college.

CAL is part of Envision Education, a network of charter schools in the Bay Area. Established in 2002, the mission of Envision is

2025-26 School Description and Mission Statement

to transform the lives of students—especially those who will be the first in their families to attend college—by preparing them for success in college, career, and in life. Envision is differentiated from other K-12 education organizations by three key features: our Portfolio Defense assessment system (akin to a higher education dissertation defense); our instructional and cultural vision rooted in a pro-Black and anti-racist framework; and our commitment to sharing proven best practices to improve public schools everywhere.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	109
Grade 10	83
Grade 11	90
Grade 12	115
Total Enrollment	397

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.3
Male	55.7
Non-Binary	1
American Indian or Alaska Native	0.3
Asian	0.5
Black or African American	6
Filipino	1.3
Hispanic or Latino	83.6
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2
White	2.3
English Learners	27.7
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	59.7
Students with Disabilities	19.6

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.

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)	6.5	45.94	2234.3	78.03	234405.2	84
Intern Credential Holders Properly Assigned	1.5	10.6	83.6	2.92	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.1	43.46	203.6	7.11	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	115.9	4.05	11953.1	4.28
Unknown/Incomplete/NA	0	0	225.8	7.89	15831.9	5.67
Total Teaching Positions	14.1	100	2863.4	100	279044.8	100

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.

2022-23 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)	9.9	43.43	2004.9	78.24	231142.4	83.24
Intern Credential Holders Properly Assigned	4	17.39	63.7	2.49	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8	34.78	322	12.57	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	97.4	3.8	11746.9	4.23
Unknown/Incomplete/NA	1	4.35	74.3	2.9	14303.8	5.15
Total Teaching Positions	23	100	2562.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	8.7	48.28	1988	74.65	230039.4	100
Intern Credential Holders Properly Assigned	1	5.56	38.4	1.44	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.3	46.11	372.3	13.98	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	101.4	3.81	12112.8	4.34
Unknown/Incomplete/NA	0	0	162.9	6.12	13705.8	4.91
Total Teaching Positions	18	100	2663.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	6.10	8	8.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	6.10	8	8.3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	52.8	46	67.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.8	24.7	45.7

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard, Lexia	0
Mathematics	Illustrative Mathematics, CPM, Agile Mind, IXL	0
Science	OpenSciEd, Twig Science, Sprocket/EduCurious	0
History-Social Science	Discovery Education	0
Foreign Language	Teacher-created, common-core aligned materials	0
Health	Teacher-created, common-core aligned materials	0
Visual and Performing Arts	Teacher-created, common-core aligned materials	0
Science Laboratory Equipment (grades 9-12)	Teacher-created, common-core aligned materials	0

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

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report		Summer 2025		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	49	36	53	52	47	48
Mathematics (grades 3-8 and 11)	10	8	44	45	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	87	86	98.85	1.15	36.05
Female	35	34	97.14	2.86	35.29
Male	51	51	100.00	0.00	35.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	67	66	98.51	1.49	36.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	23	23	100.00	0.00	39.13
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	52	100.00	0.00	42.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	8.33

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	87	86	98.85	1.15	8.14
Female	35	34	97.14	2.86	5.88
Male	51	51	100.00	0.00	9.80
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	67	66	98.51	1.49	7.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	23	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	52	52	100.00	0.00	7.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	8.33

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	9.28	15.93	42.11	41.18	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	113	113	100.00	0.00	15.93
Female	47	47	100.00	0.00	12.77
Male	65	65	100.00	0.00	16.92
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	96	96	100.00	0.00	15.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	30	100.00	0.00	3.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	55	100.00	0.00	18.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	0.00

2024-25 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.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	100%	98%	98%	98%	87%

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.

2025-26 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

2025-26 Opportunities for Parental Involvement

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.

We partner with Mission Graduates for our English Language Learners Advisory Committee - Families of students learning English have opportunities to learn how their students are being supported, ELPAC testing, college opportunities, and other important information.

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. The Black Family Advisory Committee meets once per a month with the intention of building connection and community among Black families, hearing concerns, and sharing initiatives that support the success of Black students at CAL Academy.

CAL Academy's Family Leadership Council hosts CAL 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	5	2.8	4.2	28.5	45.6	39.7	8.2	8.9	8
Graduation Rate	95	97.2	95.8	67.5	53.3	56	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	118	113	95.8
Female	48	47	97.9
Male	69	65	94.2
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	101	96	95.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	39	38	97.4
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	104	100	96.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	22	20	90.9

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	411	403	164	40.7
Female	183	178	81	45.5
Male	224	221	82	37.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	33	30	19	63.3
Filipino	--	--	--	--
Hispanic or Latino	344	339	133	39.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	120	119	49	41.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	318	312	129	41.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	83	81	47	58.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.89	8.88	10.71	2.13	2.01	1.9	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0.01	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.71	0.00
Female	9.29	0.00
Male	11.61	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	18.18	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.01	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	6.67	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	11.32	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	18.07	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	27	4	10	2
Mathematics	26	4	12	0
Science	25	4	8	1
Social Science	25	5	10	1

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	4	10	2
Mathematics	25	6	15	0
Science	25	2	6	1
Social Science	24	9	10	1

2024-25 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	394

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.5
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	.3
Resource Specialist (non-teaching)	0
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$17,313	\$4,277	\$13,036	\$78,200
District	N/A	N/A	N/A	\$97,504
Percent Difference - School Site and District	N/A	N/A	N/A	-22.0
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	15.6	-24.8

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$66,341	\$60,863
Mid-Range Teacher Salary	\$102,659	\$93,575
Highest Teacher Salary	\$125,795	\$125,548
Average Principal Salary (Elementary)	\$149,443	\$157,645
Average Principal Salary (Middle)	\$153,756	\$165,341
Average Principal Salary (High)	\$163,430	\$182,580
Superintendent Salary	\$328,879	\$357,064
Percent of Budget for Teacher Salaries	27.94%	30.36%
Percent of Budget for Administrative Salaries	5.71%	4.88%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	63.5
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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	3
Fine and Performing Arts	0
Foreign Language	5
Mathematics	1
Science	1
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	15

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	12