School Accountability Report Card
School Year 2018-19
(Published during 2019-20)

Ruth Asawa School of the Arts

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SFUSD School ID # **815**   **Calif.School ID #:** **3830387**

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For more information about the school, parents and community members should contact the school principal or district office.

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners.

Internet access is available at public libraries and other locations that are publicly accessible.

School Description and Mission Statement

This section provides information about the school's goals and programs.

The Ruth Asawa San Francisco School of the Arts (SOTA) provides students with a rigorous and inspiring high school program in both artistic and academic disciplines. The learning environment at SOTA is conducive to creative and independent thinking as well as excellence throughout the curriculum. SOTA has an aggressive outreach program to ensure that all San Francisco students have a chance to participate in our educational opportunities. Along with our staff of highly qualified credentialed teachers, SOTA students work alongside artists from the community who specialize in specific areas within their chosen artistic discipline. Students enter School of the Arts through an audition and portfolio process.

Our campus is home to two schools, therefore there are two missions that contribute to a shared campus-wide vision and core values.

The Academy of Arts and Sciences was formed five years ago and had its first graduating class in June of 2009. Originally, the Academy was seen as a "school within a school" to SOTA, but that model did not adequately address the needs of the Academy students. Academy staff and parents agreed that it would be best for both schools to officially separate and it was decided that the Academy would become a Small School by Design (SSD). Our mission in becoming a Small School by Design is to create a personalized and rigorous learning environment that is sensitive to the diverse cultural and linguistic assets our students and families bring to our school. The Academy envisions a learning environment that promotes principles of sustainability and social justice through service learning partnerships. As such, we are committed to building a stable network of community based opportunities for our students to apply what they learn in art, science, mathematics, and technology. We wish to learn from the experiences and effective practices of other SSDs and become a collaborative member of this growing community. If we are to "diminish the predictive power of all demographic data" and increase the achievement of African-American, Latino, ELL, and SPED students, we must create schools that recognize the historical inequities that have persevered and dedicate themselves to finding creative solutions for positive change.

Collectively, we hope that this symbiosis will result in increased access to high-level courses, an infusion of rigorous math and science opportunities, and a continued emphasis on the arts as an important component of the curriculum. The Academy will not be conservatory based in its approach to the arts, as is SOTA, but will capitalize on San Francisco's rich urban arts tradition. Both school missions serve a common vision of student's realizing their skills and talents to become problem-solvers and productive members of the 21st Century.

Student Enrollment By Grade Level (School Year 2018-19)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment		Grade Level	Enrollment

K	0	9	201
1	0	10	219
2	0	11	200
3	0	12	175
4	0	Ungraded Sec	0
5	0	Total Enrollment	795
6	0		
7	0		
8	0		
Ungraded Elem	0		

Student Enrollment By Group (School Year 2018-19)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	8.1
American Indian or Alaska Native	0.4
Asian	15.7
Filipino	4.5
Hispanic or Latino	16.2
Pacific Islander	0.3
White (Not Hispanic)	39
Two or More Races	7.9
Socioeconomically Disadvantaged	19.9
English Learners	1.9
Students with Disabilities	11.4
Foster Youth	0.1
Homeless	1.8

Section A (Conditions of Learning) begins on next page.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2017-18	2018-19	2019-20	2019-20
With Full Credential	37	38	42	2747
Without Full Credential	6	10	3	345
Teaching Outside Subject Area of Competence	2	0	0	145

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	5	0	0
Vacant Teacher Positions	1	1	0

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the October 29, 2019 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2018-2019, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 29, 2019 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:
http://www.sfusd.edu/en/curriculum-standards/instructional-resources.htm

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			- 1st Floor Hallway: Exit door holding magnets out of order at stair ST02
Restrooms/Sinks/Fountains	X			
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			- 1st Floor Boy's Toilets: Broken door for the handicap toilet at mends restroom T21 and T31

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			
Inspection Date	Fall 2019			

Additional Comments:

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

SOTA and the Academy of Arts and Sciences share the spacious McAteer campus with some District offices and services. The campus is a bustling, active place that is colorful and welcoming. Situated at the western end of Glen Canyon, we are fortunate to be surrounded by a natutal environment rich in greenery and rolling hills. The school facilities are able to handle the heavy demands of a school of Visual and Performing Arts, and staff has modified and adapted spaces to fit the needs of specific departments and programs.

Part B (Pupil Outcomes) begins on the next page.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress Results for All Students

Subject	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/Literacy (grades 3-8 and 11)	70	69	55	56	50	50
Mathematics (grades 3-8 and 11)	68	55	50	49	38	39

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.

See Subject - Subgroup results on next pages:

CAASPP Assessment Results - English Language Arts (ELA)
Grades Three to Eight and Grade Eleven (School Year 2018-19)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	197	186	94.42	5.58	68.85
Male	72	67	93.06	6.94	56.06
Female	125	119	95.20	4.80	76.07
African American	16	16	100.00	0.00	37.50
American Indian/Alaskan					
Asian	31	31	100.00	0.00	74.19
Filipino	--	--	--	--	--
Hispanic or Latino	35	33	94.29	5.71	56.25
Pacific Islander/Hawaiian					
White	79	75	94.94	5.06	80.82
Two or More Races	17	15	88.24	11.76	53.33
Economically Disadvantaged	39	36	92.31	7.69	72.22
English Learners	--	--	--	--	--
Students with Disabilities	17	16	94.12	5.88	33.33
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 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 that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level precentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Grades Three to Eight and Grade Eleven (School Year 2018-19)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	197	171	86.80	13.20	54.71
Male	72	63	87.50	12.50	50.79
Female	125	108	86.40	13.60	57.01
African American	16	15	93.75	6.25	20.00
American Indian/Alaskan					
Asian	31	26	83.87	16.13	76.92
Filipino	--	--	--	--	--
Hispanic or Latino	35	28	80.00	20.00	46.43
Pacific Islander/Hawaiian					
White	79	71	89.87	10.13	54.93
Two or More Races	17	15	88.24	11.76	53.33
Economically Disadvantaged	39	32	82.05	17.95	58.06
English Learners	--	--	--	--	--
Students with Disabilities	17	12	70.59	29.41	16.67
Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Math 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 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 that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level precentages. The achievement level percentages are calculated using students with scores.

CAASPP Test Results in Science for All Students

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Gr 5,8 and high school)	--	--	--	--	--	--

Note: The California Science Test (CAST) 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.

Career Technical Education Programs

The section provides information about the Career Technical Education (CTE) programs.

Career Technical Education at SFUSD provides opportunities for high school students to explore and gain experience in high-wage high-demand careers, while preparing them for post-secondary education, training or entry into the workforce. CTE Pathways offer students a 2-3 year course sequence focused on one industry sector. The CTE curriculum is centered on industry-standard project-based learning that develops student's professionalism and industry-specific skillset. Teachers work with industry advisory boards and post-secondary partners to embed work-based learning into a curriculum that aligns to college and career outcomes.

SFUSD's model includes rigorous academics, integrated technology, work-based learning and comprehensive support services. This provides avenues for students to draw rich, real-world connections across content areas and see the relevance in their day-to-day learning.

We continue to increase the capacity of CTE teachers, counselors and administration, along with local community-based organizations to ensure that non-traditional populations have full access to the Pathways and are set up for success. Specific attention is paid during the recruitment process to support enrollment of populations underrepresented in particular career sectors.

Students enrolled in CTE courses can earn college credit, obtain industry certification(s), participate in paid summer fellowships and build their professional network. Through standards-based curriculum, career readiness activities and supportive cohorts, CTE students are more likely to engage in the school community, persist to graduation and obtain a postsecondary credential, degree or apprenticeship.

The CTE Advisory Committee is chaired by Gary Freund, representing both Cal State East Bay University and the Hospitality/Tourism Advisory Board. The chairs of each of the 7 industry-specific advisory boards serve in a representative capacity on the CTE Advisory Committee.

Career Technical Education Participation (School Year 2018-19)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation

Number of Pupils	161
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	Percent
2018-19 Students Enrolled in Courses Required for UC/CSU Admission	97
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	70

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (8)
  - Pupil outcomes in the subject area of physical education.

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

	Percent of Students Meeting Fitness Standards		
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5			
Grade 7			
Grade 9	11.7	24.4	55.8

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Part C (Engagement) begins on the next page.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Dropout Rate	4.5	4.8	6	7.6	13.1	11.2	9.7	9.1	9.6
Graduation Rate	93.3	93.2	91.4	86.5	73.1	72.1	83.8	82.7	83

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan - Most Recent Year

This section provides information about the school's comprehensive safety plan.

The school safety plan is updated yearly and we run frequent drills and exercises to ensure that safety procedures are well-known to all. Faculty perform specific roles within a command hierarchy that begins with the principal in times of emergency. A School Safety team oversees the plan and all aspects of school safety and security.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Subject	School			District			State		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	1.2	1.6	1.6	1.6	1.6	1.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
  - Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parent and family participation is a hallmark of the school. Parents may join the PTSA, run for the Site Council, volunteer in the office or work within the artistic discipline of their child. Numerous events and performances bring families to the school on a regular basis, and parents are also involved in tours, audition set-ups and other important community events.

If you are interested in parental involvement opportunities, please contact the principal at the school:

Caitlin Boyle   **415-695-5700**

Section D (Other SARC Information) begins on next page.

Section 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 (Secondary)

This table displays by subject area the average class size and number of classrooms that fall into each size category (a range of total students per classroom).

Subject	Avg Class Size	2016-17 Number of Classrooms			Avg Class Size	2017-18 Number of Classrooms			Avg Class Size	2018-19 Number of Classrooms		
		1-22	*23-32*	*33+*		*1-22*	*23-32*	*33+*		*1-22*	*23-32*	*33+*
English	26	7	5	14	24	10	14	8	28	4	17	9
Math	27	4	9	8	30	3	9	11	24	7	23	2
Science	26	4	8	8	26	4	14	5	26	5	14	5
Social Science	26	8	4	11	27	5	9	9	30	3	8	12

Academic Counselors and Other Support Staff (School Year 2018-19)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. This includes the following FTE: Counselors - 11.8, Librarians - 31.6, Nurses - 55.3, Psychologists/Social Workers - 111.6 and Resource Specialists - 155. If additional information is needed regarding staffing in these particular support roles, please contact the school.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	189.25
Library Media Teacher (Librarian)	1	----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)		----
Other		----

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

This table displays a comparison of the school's per pupil expeditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,103	$1,036	$5,067	$73,379
District	----	----	$5,067	$73,379
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	$7,506.64	$82,403
Percent Difference - School Site and State	----	----	-33%	-11%

Types of Services Funded (Fiscal Year 2018-19)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

The Ruth Asawa School of the Arts receives the majority of its funding from the Weighted Student Formula and the Consent Decree revenue streams. This financial structure is able to support a full academic schedule as well as a robust artist-in-residence program. Proposition H monies allow for extra art supplies, intramural athletics and activities that extend beyond the school day. A strong in-house professional development program has been built around an effective use of time and the willingness of staff to continue to grow as educators.

The Academy also receives categorical funding from EIA-SCE and EIA-EL.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at: http://www.cde.ca.gov/ds/fd/cs/.

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	34
Percent of Budget for Administrative Salaries	6	5

Advanced Placement Courses (School Year 2018-19)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Subject	*Number of AP Classes Offered*	*Percent of Students in AP Courses*
Computer Science	0	----
English	5	----
Fine and Performing Arts	3	----
Foreign Language	1	----
Mathematics	5	----
Science	3	----
Social Science	13	----
All Courses	30	57.4

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide some full days of professional development during the academic year.

End of SARC Document.