

School Accountability Report Card

School Year 2017-18

(Published during 2018-19)

Downtown Continuation High School

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SFUSD School ID # **742**

Calif.School ID #: **3830064**

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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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.

About This School

School Description and Mission Statement

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

Downtown Continuation High School (DHS) is one of two continuation schools in the San Francisco Unified School District (SFUSD) charged with serving students whose success has been limited in the district's comprehensive high schools. The school, located in a residential section of the Potrero Hill District, offers a small, personalized environment and a staff dedicated to serving students with a variety of needs, ability levels, academic deficiencies, talents, and aspirations. Furthermore, as a continuation school that is permitted to calculate units toward graduation based upon hours of study, we are able to offer more credits per semester than a comprehensive high school. All of these characteristics enable us to offer a viable alternative to struggling students throughout SFUSD. A majority of DHS students are referred by Student Support Service Department (SSSD) due to habitual truancy and/or because they lack sufficient credits to graduate on time. Student assignments to DHS also include disciplinary or safety issues that necessitate a transfer. All of the students at DHS have been placed with us because they have been largely unable to fulfill the expectations of their former traditional academic or charter high schools.

DHS represents a second chance for students to succeed and, often, their last chance to graduate from high school. It is our job to meet the needs of these severely at-risk students by offering an educational experience that enables them to re-engage with school, find meaning in learning, achieve academic success, and graduate. DHS utilizes a school-wide project-based model as our primary instructional delivery system. In pairs, DHS teachers are responsible for developing interdisciplinary, thematic, project-based units that are semester-long and self-contained, meaning students participate in one project all day, every day, for a semester at a time. This semester, for example, students were able to choose from projects focusing on such topics as sustainable ecology, math in music, the environment, and physics in social justice. Projects integrate language arts, social studies, science, math, and one elective such as art, music, or graphic design so that students have the opportunity to fulfill necessary graduation requirements. It is our belief that, in order for our particular student population to succeed, we must

challenge each student to grow academically, while at the same time caring for every individual's emotional well-being. We have found that our integrated, project-based curriculum in small closely-knit teams—with an emphasis on real-world connections, hands-on activities, and relevant field experiences—yields increased attendance and facilitates improved academic success.

Student Enrollment By Grade Level (School Year 2017-18)

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

Grade Level	Enrollment
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	30
10	69
11	43
12	27
Ungraded Sec	0
Total Enrollment	169

Student Enrollment By Group (School Year 2017-18)

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	26.6
American Indian or Alaska Native	1.2
Asian	4.1
Filipino	1.8
Hispanic or Latino	52.7
Pacific Islander	5.9
White (Not Hispanic)	3.6
Two or More Races	1.8
Socioeconomically Disadvantaged	79.3
English Learners	24.3
Students with Disabilities	31.4
Foster Youth	5.3

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	15	14	15	3165
Without Full Credential	2	2	2	310
Teaching Outside Subject Area of Competence	2	0	0	91

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	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	2	0	0
Vacant Teacher Positions	0	0	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 9, 2018 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 9, 2018 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: Various ceiling lights out. - Cafeteria/Multi-Purpose Room: Exit Door Holding magnet (one side) out at Gym 32 entrance. - 2nd Floor Hallway: Various ceiling lights out.
Restrooms/Sinks/Fountains	X			
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			

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 2018			

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.

Downtown High is now located 693 Vermont which is the site formerly occupied by ISA. There has been extensive work done in replacing almost all of the windows and remodeling the student restrooms. The building is a major improvement for the school community affording the school with a cafeteria, a gymnasium, a small auditorium, a warm and inviting library, two computer labs, a large yard, garden areas, a spacious area for the Wellness Center, and 14 large multifunctioning classrooms for the students. All alarm systems are in working order. Involvement of students in the cleanliness and beautification of the school is a priority. New mural paintings are underway. Work orders are placed and responded to by the Buildings and Grounds Department of SFUSD. This summer of 2010 construction will begin on the building that will include upgrading all classroom and bathrooms to insure that we are in compliance with all ADA requirements. The building will also have upgrades to the wiring to make us compatible with new technology and insure wireless capability. All classroom and general offices will have new flooring and paint and general reconstruction of the main office will also take place. This project is expected to last fourteen months.

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	0	0	55	55	48	50
Mathematics (grades 3-8 and 11)	0	0	50	50	37	38

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 2017-18)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	49	0	0	0
Male	26	0	0	0
Female	23	0	0	0
African American	--	--	--	--
American Indian/Alaskan	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	28	0	0	0
Pacific Islander/Hawaiian	--	--	--	--
White	--	--	--	--
Two or More Races				
Economically Disadvantaged	31	0	0	0
English Learners	11	0	0	0
Students with Disabilities	--	--	--	--
Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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 percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Grades Three to Eight and Grade Eleven (School Year 2017-18)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	49	12	24.49	0
Male	26	4	15.38	0
Female	23	8	34.78	0
African American	--	--	--	--
American Indian/Alaskan	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	28	6	21.43	0
Pacific Islander/Hawaiian	--	--	--	--
White	--	--	--	--
Two or More Races				
Economically Disadvantaged	31	7	22.58	0
English Learners	11	2	18.18	0
Students with Disabilities	--	--	--	--
Migrant Education Services				
Foster Youth	--	--	--	--

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 percentages. 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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science (Gr 5,8 and high school)	--	--	--	--	--	--

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administrated operationally during the 2018-19 school year. The California Alternative Assessment (CAA) for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and will be field-tested in 2018-19.

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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	90
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 2017-18)

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

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Dropout Rate	34.7	36.7	28.3	7	7.6	13.1	10.7	9.7	9.1
Graduation Rate	16	38	29.3	84.9	86.5	73.1	82.3	83.8	82.7

Completion of High School Graduation Requirements (School Year 2016-17)

One-Year Rate

Group	Graduating Class of 2016		
	School %	District %	State %
All Students	100	84	89
African American	100	69	82
American Indian or Alaska Native		72	83
Asian	100	93	95
Filipino		85	93
Hispanic or Latino	100	74	87
Pacific Islander		91	89
White (not Hispanic)		89	92
Two Or More Races		92	91
Socioeconomically Disadvantaged	100	88	89
English Learners	100	71	57
Students with Disabilities	100	65	67
Foster Youth		74	74

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.

All staff members are trained members of the Crisis Response Team. There is a handbook for each classroom to deal with emergency situations. There is one security person and one School Resource Officer (SRO) at the school. All students have current identification cards. In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Many strategies are utilized in lieu of suspensions and to create trust and responsibility with the students. A "focus room" has been established to give students an opportunity to work independently and gather their thoughts before resuming classroom activities. In conjunction with the Wellness Center, the School Health Promotion committee works on activities that promote quality mental and physical health.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Suspensions	3.31	9.92	4.65	1.28	1.6	1.65	3.65	3.65	3.51
Expulsions	0	0	0	0.01	0.01	0	0.09	0.09	0.08

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.

We encourage parents to come to school at any time to observe and to participate with their child and the school community. Parents participate in the School Site Council (SSC), the English Language Advisory Committee (ELAC), and the School Advisory Committee (SAC) and provide advice regarding the allocation of resources and practical guidance for the instructional needs of their children. For school wide events, we offer childcare. Spanish and Chinese language support is provided to ensure full communication.

All parents/guardians are expected to attend parent/student/teacher conferences every nine weeks at the end of each quarterly grading period to discuss students' progress and credits. Parents and community members are invited to school functions, assemblies, and Open House.

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

Ellen Wong

415-695-5860

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	2015-16			Avg Class Size	2016-17			Avg Class Size	2017-18		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14	11			14	10			4	45		
Math	16	10			14	10			5	30		
Science	12	14			14	10			6	23		
Social Science	13	12			14	10			4	41		

Academic Counselors and Other Support Staff (School Year 2017-18)

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	1	193
Library Media Teacher (Librarian)		----
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 2016-17)

This table displays a comparison of the school's per pupil expenditures 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 Supplemental	Expenditures Per Pupil Basic	Average Teacher Salary
School Site	\$5,747	\$188	\$5,558	\$71,563
District	----	----	\$5,558	\$71,563
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$7,125	\$80,764
Percent Difference - School Site and State	----	----	-22%	-11%

Types of Services Funded (Fiscal Year 2017-18)

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

Using categorical and WSF funding, a Community Resource Specialist, a School to Career Teacher, and a counseling intern provide services to students at Downtown High School. Support and maintenance are given to house the Wellness Center with a coordinator, part-time nurse, mental health professional, and outside support providers. An Attendance Liaison supports the school from the Pupil Services Department. Many Community Based Organizations (CBO's) provide services to youth in many areas. Some of these include case management, mentoring, guest speaking, organizing, preparation for post graduate opportunities, etc. Potrero Hill Neighborhood Association continues to be a nearby, supportive organization. In the past four years, DHS has experienced a tremendous influx of resources designed to support students both personally and academically. We have been able to access district programs such as the Wellness Initiative, the Expanded Collaboratives for Excellence in Learning (ExCEL) after school program, Cyber High, and the Regional Occupational Program's Career Technical Education offerings. These additions to our program have significantly increased our ability to offer comprehensive support services to students, as detailed for each major growth need, including critical areas for follow-up on such issues as violence, safety, substance abuse, nutrition, health and conflict resolution.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

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
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Beginning Teacher Salary	\$45,658	\$47,903
Mid-Range Teacher Salary	\$74,799	\$74,481
Highest Teacher Salary	\$93,655	\$98,269
Average Principal Salary (Elementary)	\$114,693	\$123,495
Average Principal Salary (Middle)	\$121,529	\$129,482
Average Principal Salary (High)	\$124,451	\$142,414
Superintendent Salary	\$310,000	\$271,429
Percent of Budget for Teacher Salaries	30	35
Percent of Budget for Administrative Salaries	7	5

Advanced Placement Courses (School Year 2017-18)

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	0	----
Fine and Performing Arts	0	----
Foreign Language	0	----
Mathematics	0	----
Science	0	----
Social Science	0	----
All Courses	0	0

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.