

# **School Accountability Report Card**

## **School Year 2018-19**

*(Published during 2019-20)*

### **Harvey Milk Civil Rights Academy**

**4235 19TH ST, SAN FRANCISCO, CA 94114**

**Principal: Ron Machado**

**Phone: 415-241-6276**

**Fax: 415-241-6545**

**SFUSD School ID # 505**

**Calif.School ID #: 6040919**

### **SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**Superintendent: Vincent Matthews**

**555 Franklin Street, San Francisco, CA 94102**

**Phone: 415-241-6000**

**Web Site: [www.sfusd.edu](http://www.sfusd.edu)**

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#### **SARC Contact:**

**Research, Planning and Accountability**

**Ritu Khanna, Executive Director**

**Phone: 415-241-6454**

**Fax: 415-241-6035**

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.

Harvey Milk Civil Rights Academy is a small alternative school in the Castro, named after it's most famous persona-Harvey Milk! Our mission is to empower student learning by: teaching tolerance and non-violence; celebrating our diversity; achieving academic excellence; building strong home-school community connections: understanding lessons from the Civil Rights Movement, Social Justice and Peace. We use National Common Core Standards based instruction and are committed to developing Literacy skills in an enriched environment. Teachers meet weekly to plan and collaborate on lessons. Science and Math are taught in an inquiry-based curriculum. Our Social Studies program emphasizes history, global awareness and student activism. We are an innovative school that uses our school library, visual and performing arts, field trips, outdoor education, computers, and music enhance our strong academic program. We are a school that is driven by a curriculum and process that goes beyond the textbook and academic standards but challenges students to question, reason, and pushes them into further truths. We strive to cultivate a caring community of creative critical thinkers. We are a Model Inclusive School.

### 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
K	44
1	38
2	43
3	42
4	24
5	30
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	221

### 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.

<i>Group</i>	<i>Percent of Total Enrollment</i>
African American	12.7
American Indian or Alaska Native	0.5
Asian	5
Filipino	
Hispanic or Latino	16.7
Pacific Islander	1.8
White (Not Hispanic)	43.4
Two or More Races	10
Socioeconomically Disadvantaged	31.2
English Learners	9.5
Students with Disabilities	9
Foster Youth	1.4
Homeless	2.3

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/>.

<i>Teachers</i>	<i>School</i>			<i>District</i>
	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2019-20</i>
With Full Credential	15	15	14	2747
Without Full Credential	2	1	1	345
Teaching Outside Subject Area of Competence	0	0	1	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.

<i>Indicator</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
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 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		- Entrance/Hallway: Various ceiling lights out. - Multi-Purpose/Auditorium: Several multipurpose lights out. Exit door holding magnet out of order at the multipurpose room entrance. - 2nd Floor Hallway: Various ceiling lights out.
Restrooms/Sinks/Fountains	X			- Entrance/Hallway: Water fountain next to room 107 out of order. - 2nd Floor Hallway: Water fountain next to room 205 out of order.
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	Spring 2019			

Additional Comments: Notes: Several ceiling lights out

### 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.

We are in the process of completing the building of an additional wing to our school building that will provide us with a new office space and a larger, state of the art library. Additionally, each room through the building will be upgraded with new electrical, technology and ports, lighting, windows, clocks and an intercom system. The entire school will be equipped with a state of the art surveillance system for security purposes. We have parents and staff who are continuously working to improve our yard and garden spaces. We have an active parent/student/staff committee that is developing the Master Yard Greening Plan. Our building has many murals and art installations created by students, it is small and clean and very well kept. We have a great K-5 structure and lots of fun PE/recess equipment. We are in a sunny, centrally located community that is safe and supportive. We are across from Eureka Valley Recreation Center; which we use for additional PE and play space.

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)	34	38	55	56	50	50
Mathematics (grades 3-8 and 11)	27	37	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)**

<i>Group</i>	<i>Total Enrollment</i>	<i>Number Tested</i>	<i>Percent Tested</i>	<i>Percent Not Tested</i>	<i>Percent Met or Exceeded</i>
All Students	96	94	97.92	2.08	37.63
Male	54	53	98.15	1.85	30.19
Female	42	41	97.62	2.38	47.50
African American	18	18	100.00	0.00	11.11
American Indian/Alaskan	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	21	21	100.00	0.00	28.57
Pacific Islander/Hawaiian	--	--	--	--	--
White	39	39	100.00	0.00	57.89
Two or More Races	--	--	--	--	--
Economically Disadvantaged	40	40	100.00	0.00	15.00
English Learners	12	11	91.67	8.33	45.45
Students with Disabilities	11	11	100.00	0.00	0.00
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 percentages. 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)**

<i>Group</i>	<i>Total Enrollment</i>	<i>Number Tested</i>	<i>Percent Tested</i>	<i>Percent Not Tested</i>	<i>Percent Met or Exceeded</i>
All Students	96	93	96.88	3.12	36.56
Male	54	52	96.30	3.70	36.54
Female	42	41	97.62	2.38	36.59
African American	18	17	94.44	5.56	0.00
American Indian/Alaskan	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	21	21	100.00	0.00	19.05
Pacific Islander/Hawaiian	--	--	--	--	--
White	39	39	100.00	0.00	64.10
Two or More Races	--	--	--	--	--
Economically Disadvantaged	40	39	97.50	2.50	5.13
English Learners	12	11	91.67	8.33	45.45
Students with Disabilities	11	10	90.91	9.09	0.00
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 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).

<i>Subject</i>	<i>School</i>		<i>District</i>		<i>State</i>	
	<i>17-18</i>	<i>18-19</i>	<i>17-18</i>	<i>18-19</i>	<i>17-18</i>	<i>18-19</i>
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.

### **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/>.

<i>Indicator</i>	<i>Percent</i>
2018-19 Students Enrolled in Courses Required for UC/CSU Admission	
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

### **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)**

<i>Grade Level</i>	<i>Percent of Students Meeting Fitness Standards</i>		
	<i>Four of Six Standards</i>	<i>Five of Six Standards</i>	<i>Six of Six Standards</i>
Grade 5	33.3	23.3	
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Dropout Rate				7.6	13.1	11.2	9.7	9.1	9.6
Graduation Rate				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.

We have a beautiful, safe, nonviolent school environment: our 1st PASS Program promotes leadership and teamwork; school rules promote a positive school wide environment; students are taught to be socially and personally responsible for themselves and their school environment. We have a CARE team, composed of the principal, student advisors, social worker, school psychologist, reading intervention teacher and secretary, that meets weekly to respond to students academic and social/emotional well being. Our entire staff help students develop positive behavior. We have a Safe School Plan with safety drills and staff training. The Emergency Response Team is prepared for emergency situations and conducts evacuation drills. First Aid Kits are kept up to date.

### **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	0.0	0.0	0.0	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.

We have an open door policy: parents are welcome, they are the 1st teachers. The Parent Faculty Club (PFC) holds monthly meetings, community building events and fundraisers. Every classroom has Room Parents to build school spirit, field trip helpers, volunteers and snacks. We publish a weekly newsletter and a PFC calendar of events. We hold several family events throughout the year, including assemblies where children perform. The Working Committee of the PFC (officers and room parents combined) meets monthly to plan these events. All our meetings are open. The Principal hosts a monthly "Principal's Chat"- all parents are welcome. The School Site Council has an active parent membership.

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

**Ron Machado** **415-241-6276**

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 (Elementary)**

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

Grade Level	Avg Class Size	2016-17			Avg Class Size	2017-18			Avg Class Size	2018-19		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	1		21		2		22		2	
1	22		2		22		2		19	1	1	
2	17	2			19	1			22		2	
3	19	2			14	2			21	1	1	
4												
5	24		3		22	1	2		18	3		
6												
Other					21		1					

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

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 (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.

We enrich our Core Curriculum areas through weekly grade-level collaboration, the use of our library program, hands-on science with and Mission Science Workshop. We are an Inclusion school, we build an inclusive learning program that targets individual student needs with many resources. We have standard based PE program with PE Coaches. We also have social worker and an Instructional Reform Facilitator. We are strongly supported by the community. We partner with Bay Area Teacher Training Institute (BATTI) and University of San Francisco (USF) to training student teachers. Volunteers of MCCSF provide quality read-alouds to each classroom once a month. We offer an enriching before/after school program for all interested student! All classes participate in Outdoor Education. Our Civil Rights focus brings in other resources. We have outstanding artist-in-residency programs that include music, dance, visual arts, literacy/poetry, and student performances.

**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/>.

<i>Category</i>	<i>District Amount</i>	<i>State Average For Districts In Same Category</i>
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/>.

<i>Subject</i>	<i>Number of AP Classes Offered</i>	<i>Percent of Students in AP Courses</i>
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.**