



## 2017-2018 Balanced Score Card:

The 2nd Year In A Two-Year Single Plan for Student Achievement

<b>School</b>	<b>Jordan, June High School</b>
<b>Principal</b>	<b>Jessica Huang</b>

### SCHOOL VISION & CONTEXT

June Jordan School for Equity (JJSE) is a small high school located in the Excelsior neighborhood of San Francisco. The school is named after writer and activist June Jordan, whom Alice Walker called "the universal poet." JJSE was founded in 2003 through a community organizing effort by a group of teachers, parents, and youth, with the explicit goal of providing better educational options for students who were not being served well in traditional schools. JJSE is part of San Francisco Unified School District and as a "Small School by Design" with smaller classes and a high degree of personalization, provides an alternative model within SFUSD's portfolio of school options. JJSE enrolls the highest percentage of low-income students and special education students among SFUSD high schools. Many of our students struggle daily with the impact of the city's rapid gentrification, which is forcing long-time residents to leave the city and undermining community-based efforts to stem rising crime and violence. At JJSE, we are committed not only to prepare students for college, but also to honor the traditions of their communities by teaching students to be leaders who are prepared to work for a more equitable world. Our mission is to prepare young people in three key areas: 1- Community: We live with respect, integrity, courage, and humility (the "RICH" Values). 2- Social Justice: We stand against oppression and work to create positive change in ourselves and our communities. 3- Independent Thinkers: We develop ourselves as intellectuals with the skills we need to succeed. This mission is closely aligned with SFUSD's Vision 2025 and its graduate profile. We are proud that our school has high student satisfaction rates, and solid graduation and college access rates. For the past decade, JJSE has had some of the highest 4-year college eligibility rates in SFUSD, especially for Black and Latino students. Our college enrollment and success rates also meet or exceed district and state averages. We are always striving to improve, in particular with respect to our students' performance on standardized tests, which has not matched our high college access rates. We believe that if we continue to strengthen our school's social and intellectual culture, and provide deeper opportunities for student leadership, we will realize the vision expressed by our namesake June Jordan when she wrote, "We are the ones we have been waiting for."

**SECTION I: Overview and Key Components****SECTION II: School Data Profile****SECTION III: School-Wide Analysis and Plan**

1. ***Strategies in Action: Instructional Core/Engaging & Challenging Curriculum***
  - Language Arts Core Curriculum in English & Other Targeted Languages (including Language Pathways)
  - Mathematics Core Curriculum
  - English Language Development (ELD)
  - Other Subject Areas (Secondary Schools, optional for Elementary)
  - College & Career Readiness
2. ***Strategies in Schools:***
  - Leadership, Instructional Guidance & Professional Development
  - Student-Centered Learning Climate
    - Students with Disabilities
    - School Engagement
    - School Climate
3. ***Parent-School-Community Ties***
  - Family Engagement
  - Deepening a Community Schools Approach

**SECTION IV: School Budget & Resource Priorities****SECTION V: Recommendations and Assurances****Supplemental Reference Documents**

- [Vision 2025 Graduate Profile](#)
- SFUSD's 2016-18 Strategic Plan *Transform Learning, Transform Lives*
- Site-Based Budgeting and Central Services Guide

## SECTION I: Overview and Key Components

### Overview

Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- *Content Knowledge*
- *Career and Life Skills*
- *Global, Local, and Digital Identity*
- *Leadership, Empathy, and Collaboration*
- *Creativity*
- *Sense of Purpose and Sense of Self*

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

**Transform Learning, Transform Lives** is SFUSD's newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD's key priorities from the 2016-2017 school year; and to build with increased specificity on each school's efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan **Transform Learning, Transform Lives**.

The Balanced Score Card serves as the site's Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the "Strategies in Action: Schools"), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of **Transform Learning, Transform Lives**, the Local Control Accountability Plan (LCAP) and the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

What Has Changed?	Why Has it Changed?
<b>The School Data Profile section has been added</b>	In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.
<b>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</b>	SFUSD's Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)

### Key Requirements

In addition to its use as a strategic planning tool, the Balanced Score Card (BSC)/ Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in *California Education Code § 64001*.

#### These requirements include:

- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the [School Site Council must have parity](#).
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District's goals for improving student achievement and outcomes and articulate schools' indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD's Board of Education whenever there are material changes that affect the academic program for students.
- Onsite reviews for compliance and/ or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

### BSC Development Checklist

To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the [2016-18 School Site Folder](#) found on the "School Balanced Score Card" page [by March 24, 2017](#).

## 1. Balanced Score Card/ Single Plan for School Achievement

- All 2016-2018 School-Wide Action Steps, aligned to the District's priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2017 in alignment with the release of any additional data and final budget allocations.

## 2. School Site Council Roster\*, Signatures, Bylaws & Agendas

- SSC Roster that has been verified to have parity, designating either "staff-alternate" or "parent/community-alternate" for any alternate members selected. Names listed should reflect elected members.
- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note: Signature from the principal and the SSC Chair are required, other members can sign but it is not required.**
- SSC Bylaws
- SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/ SPSA and Budget.

## 3. Budget

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support
- All 2017-2018 Title I funds should be accounted for in the BSC

## 4. Title I Parent Involvement Policy

- All Title I schools have an SSC-approved *Parent Involvement Policy (PIP)* and *Home-School Compact* in their upload package

## SECTION II: School Data Profile

In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school's BSC. This year, the data section has been eliminated and **schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.**

Follow this (<https://district.sfusd.edu/dept/rpa/aa/DataDisk/default.aspx>) to your data. Inside your school folder look for the folder titled "**16-17 Results**". Then look for these three folders:

1. "###\_Mid-year\_Summary\_2016-17"
2. "###\_EnglishLearnerReport2016-17"
3. "###\_Core\_SQII\_Reports\_for\_15-16"

<b>Mid-Year Summary</b> (School-wide and sub-group performance in comparison to the district)	<b>Strategies in Action</b> <ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> <li>Student-Centered Learning Climate</li> </ul>
<b>Contents</b>	
<ul style="list-style-type: none"> <li><b>School Data Puzzle</b> provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report</li> <li><b>Acceleration for ELA/Math</b> provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only)</li> <li><b>Performance Summary</b> provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only)</li> <li><b>Mid-year Chronic Absenteeism Rates</b></li> <li><b>Mid-year Suspension Rates</b></li> <li><b>Illuminate Spring 2017 Assessment Reports</b> provides direct links to the most current data for drilling deeper</li> <li><b>BSC Revision</b> provides a word document prepopulated with assessment results for you reflect and record your actions (for planning purposes only, use is optional)</li> <li><b>Fall Grades Distribution (grades 6-12)</b> provides overall and sub-group grades – % A's and % D&amp;F's for English Language Arts, Math, Science, Social Science and GPA Average</li> <li><b>NSC College Data (high school only)</b> provides college attendance trends for high school graduates</li> </ul>	
<b>English Learner Report 2016-17</b> (AMAO Trends and performance school-wide and pathway)	<b>Strategies in Action</b> <ul style="list-style-type: none"> <li>Instructional Core: ELD</li> </ul>
<b>Contents</b>	
<ul style="list-style-type: none"> <li>Summary report for EL students by pathway with SBAC, Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 2-years, and attendance.</li> </ul>	
<b>CORE SQII Reports for 15-16</b> (SQII Performance, definitions and thresholds)	<b>Strategies in Action</b> <ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> <li>Student-Centered Learning Climate</li> <li>College and Career Readiness</li> </ul>
<b>Contents</b>	
<ul style="list-style-type: none"> <li>Overall and sub-group SQII domain and metric data, and change in index level from previous year.</li> <li>Metric definitions,</li> <li>CORE thresholds for each metric</li> <li>Powerpoint related to the new "growth" measure</li> </ul>	
<b>NOTES:</b> <ul style="list-style-type: none"> <li>All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.</li> <li>Refer to <b>Illuminate</b> to link to student level data</li> <li>Data shared at the Admin Institute may still be applicable. That data is also on your data disk.</li> <li>In addition your data disk contains other assessment reports such as F&amp;P.</li> <li>WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC &amp; vice versa.</li> </ul>	

## SECTION III: School-Wide Analysis and Plan

With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state's priorities. These align well with SFUSD's articulated performance indicators and the work we've done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible to you, please consider the following guiding questions:

- *What are the implications of the data, based on your analysis?*
- *Beyond the quantitative data provided, have you considered anecdotal and internally developed measures to create a more robust representation of your school's context?*
- *In each area, identify targets/outcomes that measure impact on student achievement.*
- *What shifts, in strategy, actions or initiatives are necessary to meet those successful targets/outcomes for students?*

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2018 Strategic Plan **Transform Learning. Transform Lives.**

### Strategies in Action: Classrooms

#### School Plan Instructional Core / Engaging and Challenging Curriculum

As a school community, please review "Strategies in Action: Classrooms" prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in the section. Data needed to complete this section of the BSC is included in Section II above.

**\*Focal Group:** *Site leaders identify a focal group who is not yet meeting high expectations on outcome measures (such as academic achievement, social-emotional learning, etc.). Site leadership teams set specific goals for a focal group and measure their progress toward these desired outcomes on a daily, weekly and monthly basis.*

#### Language Arts Core Curriculum in English and Other Targeted Languages (including Language Pathways)

**Academic Tier One**—Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

<b>Analysis of Results Language Arts-All Students</b> In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional shifts will be required to achieve these goals?</b> WASC Ch.5
On the Spring 2017 SBAC assessment, 40% of JJSE students scored proficient or above (up from 40% the previous year) and 24% scored proficient or above (up from 20% the previous year). On the 2016 SBAC, only 14% of 11th graders met or exceeded standards. Our internal Portfolio system shows that many students initially score at or below minimum standards for 10th grade. According to teachers' reports, many students enter JJSE needing significant additional support in reading and writing skills. We want to continue to build our students' reading and writing skills.	Increase SBAC scores so that more than 50% of students score above basic. Increase SBAC scores so that 50% meet or exceed standards.	Implement grading for learning not sorting (growth mindset). All 9th and 10th grade teachers have incorporated learning target measurements as part of their grading system. This allows for students to revise skills and teachers to be specific about the objectives of lessons and units in a clear way. We also will increase support for teachers to develop their practice in the areas of Students as Intellectuals and Teacher as Coach in the JJSE pedagogy. Review and standardize school-wide literacy approach (including all subject areas). This work will start with vertical alignment of standards 9-12 in the English department and PD will be done to infuse literacy standards across content areas. Our cored humanities classes in grades 9 and 10 will be split into English/Social Studies classes in order to emphasize reading and writing skills. Teachers will collaborate to implement the Common Core standards using the spiraled core curriculum for ELA with project-based curriculum and collaboration across grade-levels.

**Academic Tier Two**—What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic Rtl Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

<b>Analysis of Results for Language Arts-Intervention</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What interventions are required to ensure all students reach mastery?</b>
---	---	--

On the Fall 2016 RI reading assessment, 45% of JJSE students scored basic or above (up from 40% the previous year) and 24% scored proficient or above (up from 20% the previous year). On the 2016 SBAC, only 14% of 11th graders met or exceeded standards. Our internal Portfolio system shows that many students initially score at or below minimum standards for 10th grade. According to teachers' reports, many students enter JJSE needing significant additional support in reading and writing skills.

Increase SRI scores so that more than 50% of students score above basic, and 30% score proficient or above. Increase SBAC scores so that 25% meet or exceed standards.

Develop processes for all students to set individualized goals & take ownership of their learning (individualized learning plans in advisory) Refine support systems available through Advisory. Expand Youth Leadership Team peer tutoring program. Implement strategies for increased student metacognition of skills. Students will reflect on ELA skills and learning targets twice per year leading up to and during student-led conferences with families. Students will continue to participate in SSR during class and read high-interest texts with authentic themes and stories relevant to their lived experiences. Students will be practice taking online tests twice a year through the interim testing periods to practice online testing platforms.

**Focal Group:** For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQII?

Analysis of results for Language Arts-Focal Group	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
<p>JJSE serves the highest percentage of students with IEPs among SFUSD high schools (about 27%). On the RI assessment, only 7% of students with IEPs met or exceeded standards, compared to 20% of students overall. Students with IEPs also have a higher failure rate than the rest of their peers (25% vs 20%) in the fall 16-17 grade report. In practice, students with IEPs also struggle in our portfolio system, meeting deadlines and preparing for presentations. This leads to identifying supports that are not just testing or assessment related but also study skills and mindset related.</p>	<p>Increase performance of students with IEPs so that it meets or exceeds performance of students overall.</p>	<p>Improve case management and interventions by training and supporting special education staff. Improve scaffolding by training general ed staff. This coming year, we are working to increase training and empowerment of our paraprofessional staff - building in prep time and meeting time to do PD and training as well as implement professional standards of work and responsibility. The sped department will be working with students, families, and general ed teachers to build strong sense of collaboration and team-building to support students with IEPs across the mild/mod and mod/severe spectrum. Students with IEPs will receive extra supports for reading and writing while maintaining access to the ELA core curriculum and across all content areas.</p>

### Mathematics Core Curriculum

**Academic Tier One**-Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

Analysis of Results Mathematics-All Students	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals?
<p>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. <a href="#">WASC Ch.2</a></p> <p>On the Spring 2017 SBAC, 3% of 11th graders met standards. This result is consistent with past low performance on math standardized assessments. Our internal portfolio results are slightly better but still reflect low performance. Our math class failure rates declined from 32% the previous year to 19% last year.</p>	<p>Increase SBAC scores so that 20% of students meet or exceed standards. Reduce failure rates in math courses to 15% or less.</p>	<p>We are in the midst of a multi-year effort to improve math instruction and "shift the math culture" at JJSE. Although we are reducing "math lab" time for all 9th and 10th graders, we will continue to offer extra math support classes for students testing basic or below. The conceptual work has been effective but we are still developing in the area of practice/ skill-building, and are exploring a "blended learning" model. We are also implementing events such as Family Math Night (where families come in for lessons and instruction from their students) and Young People's Project, a nation-wide math and leadership development initiative to develop leaders and using math as a tool for empowerment.</p>

**Academic Tier Two**-What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Mathematics- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
<p>In addition to standardized results, our teachers have noted that many JJSE students enter high school with huge gaps in their mathematical understanding (e.g., not knowing what a fraction is, or how negative numbers operate, etc.)</p>	<p>Increase SBAC scores so that 20% of students meet or exceed stand. Increase amount of students who pass performance assessment portfolio project in 9th and 10th grade.</p>	<p>Implement "blended learning" model to provide individualized practice to address gaps Refine support systems available through Advisory Expand Youth Leadership Team peer tutoring program Student learning targets will be tracked on a weekly basis and uploaded onto school loop. Students will reflect on progress during student-led conferences and weekly during consultancy. Teachers will look at lessons together, do peer-observations. Teachers will collect data based on observations by peers and co-directors and work on questioning strategies and facilitation skills. Teachers will look at grade data together at the beginning of the year and look at grade data each quarter to track student progress. Teachers will utilize student survey data on groupwork to determine the uptake of information from peers vs. teachers and to continue to work on teacher facilitation of groupwork as a key instructional and growth mindset tool.</p>

**Focal Group\*:** For your focal group (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success?

Analysis of results for Mathematics-Focal Group WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery? WASC Ch.5
<p>JJSE serves the highest percentage of students with IEPs among SFUSD high schools (about 27%). In Fall 2015, 35% of students with IEPs failed math coursework, compared to 29% of students overall.</p>	<p>Increase performance of students with IEPs so that it meets or exceeds performance of students overall.</p>	<p>Improve case management and interventions by training and supporting special education staff. Improve scaffolding by training general ed staff. Implement a stronger co-teaching model in 9th and 10th grade, specifically with classes with more than 20% special education students.</p>

### English Language Development (ELD)

School sites are implementing comprehensive Designated and Integrated ELD instruction based on the 2012 California ELD Standards. This happens by working in tandem with ELA and other content standards as a pathway towards accelerated language learning, so English Learners can fully access the core curriculum and grade-level appropriate tasks and texts.

Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become **Reclassified Fluent English Proficient (RFEP)**?

Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery? WASC Ch.5
<p>In a narrative, describe what your analysis of the data says about your school.</p> <p>From 2014-15 to 2015-16, we saw a significant increase in CELDT scores-- from 42% to 52% of students showing year-to-year growth (AMAO 1). While we still have work to do on the absolute percentage of students attaining English proficiency (AMAO 2), we did see gains from 8% to 18% in &lt;5 years students, and from 31% to 35% in &gt;5 years students. We also see a clear increase in CELDT levels as grade levels increase, so by 12th grade 86% of students are Early Advanced or Advanced.</p>	<p>Continue to build on this success by increasing the percentage of students meeting target (AMAO 1) to 65%</p>	<p>Implement school-wide literacy strategies such as annotation Students will track skill-based learning targets in classes and be given time to revise skills if needed. Emphasis on eventual independence in reading and writing strategies including annotations, talking to the text, summarizing, etc.</p>

### Other Subject Areas (Secondary Schools, optional for Elementary)

Analysis of Results - All Students WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5
<p>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.</p>		

Failure rates are significantly lower this year. Science (20%), math (19%) and humanities is higher at (23%). Compared to Fall 2015 data, failure rates were higher in science (34%) and math (29%) than in humanities (19-20%).

Reduce failure rates in english and social studies to less than 20%.

Give PD time for teachers to complete vertical alignment of ELA skills and standards in the next year. Provide specific instruction in ELA (uncored from social studies) by grade level and move to a learning target grading system. Our math and science teams are already working on grading and pedagogical shifts (such as blended learning in math, inquiry-based learning in science) to address these issues. Students will participate in consultancy every Wednesday afternoon in advisory for a study skills session. Develop RICH rubric for students to self-assess as part of the grading system. Peer tutoring in the EDP program as well as honor roll celebrations will be used to celebrate students who are doing well. Continue to make sure that groupwork and community success is more important than each individual students' success.

## College and Career Readiness

Describe your site's goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.

**High Schools Indicators:** On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered/passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

**Middle Schools Indicators:** AVID, High School Readiness, College visits, college and career plans

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5
<p>JJSE's college access rates are significantly higher than district and state averages, especially for Black and Latino students. For the classes of 2012 to 2015 (4-year average), 75% of Black JJSE graduates were a-g eligible compared to 27% in SFUSD; 60% of Latino JJSE grads were a-g eligible compared to 35% in SFUSD; and 64% of all JJSE grads were a-g eligible compared to 55% in SFUSD</p>	<p>Our long-term target is 100% of JJSE grads eligible for 4-year university, so all students have that option even if they choose not to take it</p>	<p>Continue to refine our already strong college access program. Starting in the 17-18 year, 11th and 12th graders will participate in a wall to wall pathway program in order to prepare all students for post-secondary success, not matter their college plans. Students will choose between an Educator Pathway, STEM pathway, and Arts/Small business pathway. Students will increase their success after graduation by being able to identify a career interest and have a clear plan as to how to get there.</p>

## Elementary Schools

What is your plan for promoting college and career readiness?

## Strategies in Action: Schools

In *Transform Learning. Transform Lives*, the "Strategies in Action: Schools" section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties

School teams are encouraged to refer to "Strategies in Action: Schools" as you consider plans for the coming school year.

## Leadership, Instructional Guidance & Professional Development

Schools with coherent instructional guidance can articulate the what and how their site's instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site's current context, what steps, from a leadership perspective, do you need to take to deepen your site's coherence and mastery of the vision. How will you resource these steps? (**consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration**)

How will you structure site-based and district professional development/learning?

All professional development at JJSE is focused on one or more elements of the JJSE Pedagogy, or "Art of Social Justice Teaching," which all staff are expected to use as their goal for effective teaching. This year, we are prioritizing "Warm Demander" and "Knowledge of Students" strategies. PD will include - Every teacher will be part of a 1-1 mentor and PD plan. - Students giving feedback to teachers - Teacher self-assessment - Delving more into questioning techniques and facilitation techniques in class. - How to relate content to students' lived experience in an authentic way. - Flip the classroom into student-centered spaces where student leadership and voices are elevated. - Continue PD on growth mindset. - Continue conversations on race and identity with staff. The specific elements of the Pedagogy are as follows: 1) Warm Demander: develop your students as human beings first Family & Culture: understand & honor the strengths of the community Authenticity: model vulnerability and humility, be an ally, respect your students Clear Boundaries: Show Strength, Listen & Affirm, Challenge & Offer a Choice Growth Mindset: believe in the "impossible," embrace failure 2) Safe Classroom Community: protect your students in a potentially dangerous world Prevention: clear expectations, talk about values, Teacher Voice, One Mic Rituals: Mindfulness, Talking Circle, Strong Start, Strong Finish Jedi Awareness & Control the Mood Intervention: assume positive intent, keep it in perspective, deliberate escalation, when to stop the curriculum and when/how to remove students 3) Knowledge of Students: start where your students are, not where you want/imagine them to be Prior Knowledge: what do students know? what are their experiences? (misconceptions?) Student Voice: what do students care about? what do they think? (examples of activities like sort, chalk talk, dot voting, etc.) Individual Needs: differentiation without tracking, adjusting instruction based on formative assessment Choice: students should have real choices about how and what they learn (this does not mean we let students study whatever they want, but rather that students should be active in driving their own learning) 4) Students as Intellectuals: develop your students as a community of warrior-scholars Inquiry: there is no "right answer," questioning, evidence, students as sources of knowledge Collective Accountability: classroom as intellectual community Code Switching: academic language & discussion formats Intellectual Challenge: high-level multicultural texts, complex problems, big ideas, less is more 5) Teacher as Coach: let your students do the work Metacognition: students should know how they learn & how to self-assess Academic Skills: binders, annotations, note-taking skills, etc. Culture of Revision & Practice: models of excellent work, multiple revisions, guided practice Team Work: heterogeneous groups, clear roles, focus on the process, address status 6) Social Justice Curriculum: teach a curriculum that helps students understand the real world Clear Purpose: students know what they are doing and why it matters Relevance: the curriculum helps explain the real world & oppression (social justice curriculum in math, science, humanities, arts, language, special education/life skills, multicultural curriculum, community connections, & cross-curricular connections) Encourage Dissenting Opinions: critical thinking is the goal Human Values: the curriculum is grounded in justice, fairness, dignity, & cultural strengths

School-Wide Action Step(s)	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
Increase coaching and instructional support for teachers, especially around the "Knowledge of Students" and "Warm Demander" element of the JJSE Pedagogy	Continue to utilize the instructional support position provided by SFUSD in the areas of math and english. Using new principal leader model, develop teachers' leadership capacity in coaching and supporting all staff.

### Student-Centered Learning Climate

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI<sup>2</sup>) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:

**Students with Disabilities/ Promotion of Inclusive Practices:** percentage of students in Special Education schoolwide (identified internally) and number of referrals to Special Education (total & for subgroups-AA,EL). Your community is called upon to consider SFUSD's commitment to full inclusion and increased expectations for students with disabilities.

**Student Engagement/Attendance:** school attendance rates, chronic absenteeism rates

**School Climate:** suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys

Reflecting on and improving a Student-Centered Learning Climate			
	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices	JJSE serves the highest percentage of students with IEPs among all SFUSD high schools, and our approach is highly inclusive.	Increase GPAs of students with IEPs.	Staff development and training for both special education and general education teachers.
Student Engagement/ Attendance	JJSE's instructional time rate is around 89-90%, slightly below the district average of 93%-- but rates for Black and Latino students are at or above the district average.	Continued increase in attendance as measured by instructional time, for all student groups (baseline is 2013-14 rate: 90% for all students; 88% for Black students; 91% for Latino students; 89% for special education students; 90% for English learners)	Warm demander & community building strategies - see WASC action plan for details
School Climate			Warm demander & community building strategies - see WASC action plan for details

	<p>JJSE's suspension rate has remained low (5-6%) over the past several years. We have very few out-of-class referrals due to our "Security Plus"/school cell phone support system. Our dropout rates are near or below the district average.</p>	<p>Continued moderate suspension rates and high levels of student and parent satisfaction with the suspension process, for all student groups. Continued low rates of physical conflict on campus. Reduced rates of classroom disruptions.</p>	
--	---	--	--

**Parent-School Communities Ties**

Families are the first and most influential teachers of their children. Respecting and welcoming all families into the school community to deepen relationships and engage them will support student achievement and school improvement. Additionally, a community school approach organizes and maximizes the resources of your school and community-based organization partnerships to support student success. The intent of a community school approach is to intentionally support and align these valuable resources around your school's key strategies, to ensure coherence within your school community.

Reflecting on quantitative and qualitative data (e.g. site-developed measures, survey questions), identify specific school strategies to promote parent input and participation in alignment with [SFUSD's Family Engagement Standards](#)

**Family Engagement:** Your school's family engagement strengths and challenges (And how you know...)

**Deepening A Community Schools Approach:** the depth and breadth of CBO partnerships that are essential to your school community.

**Parent-School-Community Engagement**

<p><b>Narrative describing Parent-School-Community culture</b>            Who you are reaching/ missing (And how you know...)            Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</p>	<p><b>Targets</b></p>	<p><b>Strategies &amp; Impact</b>  <b>What is the strategy &amp; how will you know you were successful?</b></p>
<p>Our effort to revive the parent organizing committee has made some progress. We have a small core group of parents which meets monthly, and we have had up to 25 parents attend some recent meetings on key issues. Parents have helped organize a new annual school-wide pot luck lunch called Gratitude Day which we host during the week of Thanksgiving. Parent involvement as measured by Advisors' frequent contact with parents, including twice yearly parent conferences, has also remained strong. Families are also part of our Performance Assessment System where for every tenth grader, families come and participate in hour-long assessment presentations about what students have learned, how they connect to their learning, and their goals for the future.</p>	<p>Continue to expand parent engagement opportunities and parent participation, including parent organizing</p>	<p>Our families come to school for celebration events for the success of their students or events that bring the community together in celebration. This year, we have increased these events and next year we will continue to add and plan more. Events such as Gratitude Day, portfolio committees, Family Math Night, Humanities night, student-led conferences, Open Mic Night, and Cue-up the Community are many of the events that have brought in our community this year. We will continue to ritualize the planning of these events to build in a culture of community and celebration.</p>

## SECTION IV: School Budget & Resource Priorities

### Weighted Student Resources in WSF and Other LCFF-Funded Allocations

In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

#### Special Education Weighted Student Formula (WSF-SpEd)

Allocation = \$4,550

JJSE has the highest percentages of students with disabilities among SFUSD high schools (about 27%), so students with disabilities are at the center of our budget planning process. Whether it is specialized materials in our "Exceptional Ed" special day classes or professional development for general ed teachers to work with resource students, we make it a priority. The additional WSF funds are used primarily for materials and supplies designed to support students with IEPs.

#### Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

#### Supplemental Concentration Grant-English Learner (SCG-EL) 07091

Allocation = \$21,675

*How will your site use SCG-EL resources to increase and improve services for English Learners? Why is that the best use?*

Approximately 20% of our students are designated as English Learners, so we prioritize teacher training and materials to support English language learners. We pay a portion of a teacher's salary to provide leadership around EL services and targeted intervention with a focus on lower-level EL students. We teach a course to provide additional support for English Learners, and a Native Speakers Spanish language course to develop bi-literacy. We also set aside a stipend for our English Language Coordinator, a classified staff member who takes on the role of advocating specifically for EL students and families on campus. Finally, we have a supply budget set aside for materials and supplies that are specifically designed to support EL students.

#### Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

#### Supplemental Concentration Grant - Low Income (SCG-LI) 07090

Allocation = \$42,166

*How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?*

Our SCG-LI funds are used to fund consultants to facilitate elective programs that we are not able to provide full-time teaching staff for. These programs include dance, yoga, art, digital media, computer science, etc. We also use funds for other supplemental, materials, supplies and technology equipment to support target students.

#### Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

#### LCFF Concentration Grant (SCG-C) 07092

Allocation = \$27,000

*If your school site receives a Concentration allocation, how will these additional resources be used to increase and improve services for these (EL/LI) populations? Why is that the best use?*

85% of our student population is low-income and about 20% are English learners. These funds are used to fund our innovative PE program so that low-income students have the opportunity to participate in outdoor and physical education activities they may not have access to. These activities include camping, biking, dancing, martial arts, fitness/weight lifting, swimming, etc). These funds are also used for other supplemental, materials, supplies and equipment to support target students.

#### Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

#### Targeted Instruction Improvement Grant (TIIG) 07940

Allocation = \$280,370

*If your school site receives a TIIG allocation, how will these additional resources be used to increase and improve services for these populations? Why is that the best use?*

85% of our student population is low-income and about 20% are English learners. These funds are used to reduce class size and provide a more personalized learning environment for these students. These funds also support technology in the classroom including elmos, projectors, etc.

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (*LCAP Priorities: Implement Standards, Pupil Achievement, Course Access*)
- Professional Capacity (*LCAP Priorities: Basic*)
- Student-Centered Learning Climate (*LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes*)
- Parent-School-Community Ties (*LCAP Priorities: Parental Involvement*)

## Categorical Expenses

In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

**Title I =** \_\_\_\_\_ (31500)

*How do you plan to use these funds?*

**Select the Bryk Essential that most aligns to the use of these funds:**

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**1% Title I Parent Set Aside =** \_\_\_\_\_

For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you attach the Parent Involvement Policy's full text when you upload your BSC to SharePoint.**

**Date** your school's **Parent Involvement Policy** was reviewed by your School Site Council:

**Select the Bryk Essential that most aligns to the use of these funds:**

- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Impact & Innovation Awards =** \$30,000

*Referencing your plan, how do you plan to use these funds?*

Social Justice for Paraprofessionals grant - support paras in PD plans and meetings.

**Select the Bryk Essential that most aligns to the use of these funds:**

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Principal's Innovation Fund =** \_\_\_\_\_ (For Middle Schools and PK-8 Schools as applicable)

*How do you plan to use these funds?*

**Select the Bryk Essential that most aligns to the use of these funds:**

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Equity Grant =** \_\_\_\_\_ (as applicable 16-17)

*Identify Sub-group & specific actions*

**Select the Bryk Essential that most aligns to the use of these funds:**

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Other (PTA, external sources, School Quality Pairing/CoP work) =** \_\_\_\_\_

*How do you plan to use these funds to support your school-wide actions?*

**Select the Bryk Essential that most aligns to the use of these funds:**

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

## Central Supports & Resources

In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

**NOTE:** If the district provides .75 and you supplement .25 for a full FTE of 1.0, below you would enter ".75"

Counselor:	Social Worker:	Nurse:	Family Liaison:
1		.5	
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
1	1		2
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
1			
Other:	Other:	Other:	Other:

### Two to three high leverage strategies that will be accomplished:

As stated in our WASC action plan, if we are to move beyond "good enough" academic data and meet the goal in the JJSE mission of developing students as independent thinkers with the skills expressed in the "PROPEL" learner outcomes, then we must create the conditions for students to take ownership of their own learning and personal development in the school context. Specifically, this might include taking a more inquiry-based, metacognitive approach to issues such as standardized testing and post-high-school options, so that instead of telling students "you need to go to college" we are working collaboratively with them to empower them to determine their own future paths. We are excited about the potential for the new IRF position to support this work.

## SECTION V: Recommendations and Assurances

Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.

The School Site Council has voted on this school plan and its related expenditures and passes it on to the district governing board for approval, assuring the board of the following:

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other ( <i>list</i> )
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. <ol style="list-style-type: none"> <li>1. One meeting to gather input from the school community including all advisory committees.</li> <li>2. One meeting to present plan upon its completion before March 24, 2017.</li> </ol>
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 3/21/2017
<input type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 3/21/2017

## School Site Council Roster and BSC/SPSA 2017-2018 Attestation

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., "Teacher/Co-Chair" or "Parent/Alternate")

Name	Role	Signature
Jessica Huang	Principal	
Matt Alexander	AP	
Rubie Macaraeg	TSA	
Christine Francisco	Parent	
Annette Lockett	Parent	
Sandy Amos	Teacher	
Nalayah Linton	Student	
Daniel Espinoza	Student	
Simon Lee	Student	