



2018-2020 Balanced Score Card:
A Two-Year Single Plan for Student Achievement

School	Jordan, June High School
Principal	Jessica Huang

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."

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components: **(500 words maximum)**

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school's top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school's top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? (For instance, if someone were to ask any teacher at the school, "what is the school mainly working on right now," what would he/she say?)
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)

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 2018-2020 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 **2018-2019** 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).

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* as well as for the Local Control Accountability Plan (LCAP).

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.

SECTION II: School Data Profile

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/aao/DataDisk/default.aspx>) to your data. Inside your school **17-18 Results** folder look for the folder titled "###_Mid-Year_Summary_2017-18". This folder includes the following reports:

Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/aao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance Metrics K-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math 	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA 	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math 	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> Student-Centered Learning Climate 	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
CA Dashboard Report (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate College and Career Readiness 	The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K-12 schools and districts.
Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in Core Content areas)	<ul style="list-style-type: none"> Instructional Core: ELA, Math, Other Subject Areas College and Career Readiness 	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10	<ul style="list-style-type: none"> College and Career Readiness 	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
Illuminate Report Lists for Fall and Spring	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate 	Direct links to summary and list reports at the student level to take a deeper dive into your results

NOTES:

- 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 groups.
- Refer to **Illuminate Report List** to link to student level data

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 2016-2019 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

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):

Our focal group is English Language learners, specifically EL students who are also SPED as these students have the lowest reading scores and have the highest probability of dropping out of high school. We also want to increase our black students' reading and literacy rates and make sure that they graduate in four years ready for college/career.

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 Language Arts-All Students 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	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
On the Spring 2018 ELA SBAC assessment, 30% of JJSE students scored proficient or above (down from 38% the previous year). 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.	This year, we'd like to see us maintain or increase our students' ELA SBAC scores as well as an increase in writing proficiency in our Senior Thesis Capstone assignment. The way we will measure this is looking at RI and IWA interim testing and the students who are successful in completing 10th and 12th grade performance assessment tasks that include writing across the curriculum.		We made an intentional shift away from teaching "humanities" and instead are teaching specific English and Social Studies classes that are skill based. We also are backwards aligning our summative assessments towards a Senior Thesis and Capstone project. As students develop integrated project-based learning skills, so will they increase their reading, writing, and presentation skills as well.

	<p>Our 9th graders are receiving specific writing and reading instruction in a separate class (changed from a mixed tenth grade class the year before). We are working on developing a 9-12th writing framework that will specifically track our students' skills in writing each year. 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.</p>	
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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?

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?
<p>On the Reading Inventory in the Fall of 2018, 65% of our students are still scoring Below Basic. This is mostly a mix of 9th and 10th graders. For English Language Learners - 92% of students are reading Below Basic and 86% of SPED students are reading Below Basic. These students are entering high school way below proficient and we believe that through targeted instruction and curriculum, the students will be at grade level before graduation. Our IWA scores show gains in students who are Proficient and Approaching Proficiency from the previous year. We want to continue to show gains in this assessment as it most closely mirrors the performance assessments that we give to students through our portfolio process.</p>	<p>All students are reading at or above grade level before graduation.</p>	<p>This year, our 9th grade SPED teacher is using specific targeted reading curriculum to work with students who are SPED and EL who are reading below grade level. 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.</p>

MATHEMATICS CORE CURRICULUM

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):

Our focal group for math is every student - and we want to make sure that we are intentionally integrating our female students' into our STEM career pathways so that our female-identified students feel like they can see themselves in STEM careers with a heavy math focus.

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 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	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
Our math SBAC scores from last spring 2018 showed 3.2% of our students proficient which is not a significant data point. We have still not shown growth in this area although 24% of our students Nearly Met Standard, up from 15% the previous year. This shows incremental growth in our students' resilience in taking the test and its user interface as well as their math understanding.	We would like to see an increase of Proficient to 10% and an increase of Nearly Met Standard to 30%-35%. We would also like to see our students testing into college level math in their math placement tests for CCSF in their spring semester. This past spring 2018, we have almost 20 students taking CCSF math courses.	Students in math courses need to be able to do computational skills, advocate for themselves, practice studying on their own and developing not only group work skills but then translating the confidence and independence to being able to take a college math course on their own. Teachers need to be teaching specific study skills to students. Students need to be learning independence and navigational skills to uplift themselves when they need assistance.	We have secured a grant from the Algebra Project Math Alliance for funds to develop student leadership and professional development on project-based learning. This is continuing from a four year long development of integrating the Algebra Project principles into teaching and learning. As students develop groupwork skills and growth mindset - they use it as a source of individual and collective empowerment to better their community. We have also integrated college-level math teaching and courses into the sequence so that math teaching is more differentiated and individualized for students so they are able to receive the support they need to be successful in their math courses in college and beyond. We have been successful at shifting 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.

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?
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.) We use leadership development as a way to target student achievement through the Algebra Project and Young People's Project. We also do targeted instruction and support for 9th graders.	Increase SBAC scores so that 10% of students meet or exceed stand. Increase amount of Nearly Met Standard to 20% (celebrate small growth) Increase amount of students who pass performance assessment portfolio project in 9th and 10th grade.	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.

Access to the core curriculum for all students: Starting in the fall of 2018, all students should be learning the new Next Generation Science Standards through the implementation of the SFUSD Science Core Curriculum. What will you do to ensure that all students have access to and success in the core academic program? (Integrated ELD is embedded in core content instruction.)

<p>Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5</p>	<p>Based on the analysis of the results, what are your targets/performance goals?</p>	<p>What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5</p>
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ENGLISH LANGUAGE DEVELOPMENT (ELD): Designated & Integrated

To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

Reflecting on your school's data, including English Language Proficiency Assessments for California (ELPAC), formerly CELDT, what will you do to ensure that all students have access to and success in English Language Development (ELD) and become Reclassified Fluent English Proficient (RFEP).

<p>Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2</p>	<p>Based on the analysis of the results, what are your targets/performance goals?</p>	<p>What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5</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 <5 years students, and from 31% to 35% in >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>

HEALTH EDUCATION CORE CURRICULUM

<p>Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school.</p>	<p>Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?</p>	<p>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</p>
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VISUAL AND PERFORMING ARTS

<p>Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.</p>	<p>What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide</p>	<p>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</p>
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PHYSICAL EDUCATION

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive 200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

<p>Narrative describing site's vision for a balanced, comprehensive Physical Education program.</p> <p>Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.</p>	<p>What are your targets/ goals? (Elementary, Middle, High)</p> <p>Refer to the Physical Education section in the Central Services Supports Guide.</p> <p>How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?</p>	<p>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</p>
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OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

As you work through this section of the plan, engage in conversations with department chairs and faculty in subject areas other than Language Arts and mathematics. What is your plan to ensure students have access and success in the academic program?

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

<p>Narrative describing college going culture (using indicators suggested above)</p> <p>WASC Ch.2</p>	<p>What are your targets/ goals?</p>	<p>What shifts will be required to achieve these goals?</p> <p>WASC Ch.5</p>
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Elementary Schools

What is your plan for promoting college and career readiness?
For PK-5 Schools: What strategies will be used to increase Kindergarten 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 (RTI2) 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 school-wide (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
- **Social Emotional Learning:** interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy:** nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)			
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)			
Student Engagement/ Attendance			
School Culture/Climate			
Social Culture/Climate			
Wellness Policy			

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

Family Partnerships: *The child's first and most influential teacher is the family.*
 Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.

Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
<input type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input checked="" type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input checked="" type="checkbox"/> Connecting families to community resources	<input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input checked="" type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:

What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:

Every semester, each advisor at June Jordan meets with families to go over academic and social-emotional goals. Attendance data and post-secondary planning is integrated into this conference and families have an opportunity to share information as well as receive resources that will benefit their family and student.

How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance

Family surveys at end of the year, number of families who attend conferences as well as school-wide events.

Community Partnerships

What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?

<input type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input checked="" type="checkbox"/> College & Career <input type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input checked="" type="checkbox"/> School to CTE	<input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input checked="" type="checkbox"/> Youth Leadership/Youth Development <input type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
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List 1-3 current or potential community partner(s) who are address these needs.

June Jordan currently partners with a wide variety of community partners to further develop our students as community-minded and civic-minded young people. Three main partners include Community Well, ADRoll and other companies or organizations that provide students with internships, and 415 Unidios (E4FC partnership).

What are your specific goals or objectives for these partnership?

Our partnership with Community Well allows staff, students, and families to receive mental health services, wellness and massage services free of charge. Our partnership with Adroll allow students to learn the different jobs at a technology company and also gives us a way to collaborate with a local tech company that is willing to listen to the needs of the community and learn the effects of racism and gentrification. Or partnership with E4FC has allowed our student leaders to gain knowledge and support about supporting undocumented students and families in the local context. With this support and partnership, students have started their own club and spread this club to other schools and organizations in the city.

What actions will you take to deepen your school's partnership with community organizations?

We have a full time Community Partnership Director as well as a CORE team who supports students with post-secondary planning and success.

How will you measure the impact? (Quantitative and/or qualitative data)

We will measure impact by tracking number of students in work-based learning and internships in the 11th and 12th grade. We will also track how many staff and students are accessing wellness services through Community Well.

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 = \$6,050

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 = \$22,770

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 = \$52,558

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 = \$31,000

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*)

CATEGORIAL 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 = \$6,000

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

This grant was awarded to support paraprofessional development. Paras are paid to attend all staff meetings, IEPs, and have a department meeting every week to check in about students and support. This amount is a carry-over from last year.

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 =

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? (Limit: 250 words)

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:
1.0		.5	
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
1.0	1.0		2.0
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
1.0			
Other:	Other:	Other:	Other:
.6 librarian	1.0 CTE teacher	.2 Ethnic Studies	

Describe 1-2 specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year that you believe will accelerate the improvement of your school's targeted groups/focal students.

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 to use the IRF position to its fullest potential to use data to drive instruction and to implement interventions in the classroom for our most neediest students. We also are using the CTE 1.0 position to its fullest potential by creating a innovative and student-centered work-based learning program and post-secondary program that has increased our college and career success. We have over 50 students currently enrolled in CCSF concurrent enrollment and all 10-12th grade students in internships for at least 3 hours a week.

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 checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input checked="" type="checkbox"/> Other <i>(list)</i> All staff and student advisory council
<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"> 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018.
<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: 9/25/2018
<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: 9/25/2018

School Site Council Roster and BSC/SPSA 2018-2020 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")

[School Site Council Learning Module - SSC Parity](#)

[SFUSD Website, School Site Council Page](#)

Name	Role	Signature
Jessica Huang	Principal	
Nichalous Archibald	Assistant Principal	
Rubie Macaraeg	TSA	
Alvin Rosales	IRF (Teacher)	
Carolina Guardado	Counselor	
Annette Lockett	Parent	
Marisol Benevides	Student	
Selinda Medrano	Student	
Terry Bennett	Parent	
Sylvia Ciofalo-Guell	Parent	
Leila Vega	R50 Classified Staff	
Judith Caparro	Parent	