School Accountability Report Card
School Year 2020-21
(Published during 2021-22)

June Jordan School for Equity

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

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

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

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

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

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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

About This School

School Description and Mission Statement

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

June Jordan School for Equity (JJSE) is a small high school located in the Excelsior neighborhood of San Francisco. Named after writer and activist June Jordan, whom Alice Walker called "the universal poet." JJSE's mission is framed around three themes -- community, social justice, and independent thinkers. We prepare a diverse group of urban youth to be:
- community members who show respect, integrity, courage, and humility
- agents of change in their school, their neighborhoods, and the world; and
- intellectuals with the skills necessary to succeed in college and life.

JJSE is a small school by design, which means that we enroll no more than 60-70 freshman each year and maintain small class sizes and a personalized Advisory system. We are a college prep school with one of the highest college eligibility rates in SFUSD, especially for Latino and African-American students. For more information on the school, please visit our website at http://jjse.org.

Student Enrollment By Grade Level (School Year 2020-21)

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

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

Grade Level	Enrollment
9	62
10	64
11	51
12	55
Ungraded Sec	0
Total Enrollment	232

Student Enrollment By Group (School Year 2020-21)

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

Group	Percent of Total Enrollment
African American	15.5
American Indian or Alaska Native	0.4
Asian	1.7
Filipino	4.3
Hispanic or Latino	68.5
Pacific Islander	2.2
White (Not Hispanic)	3
Two or More Races	3
Socioeconomically Disadvantaged	69.8
English Learners	36.6
Students with Disabilities	26.7
Foster Youth	1.3
Homeless	8.6
Migrant	1.7
Female	43.5
Male	56.5
Non-Binary	

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

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Preparation and Placement (School Year 2019–2020)

Authorization/Assignment	School		District		State	
	Number	Percent	Number	Percent	Number	Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.1	58.5	2186.9	77.2	228366.1	83.1
Intern Credential Holders Properly Assigned	0	0	63.8	2.3	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.4	7.2	252.5	8.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.5	26.9	120.2	4.2	12115.8	4.4
Unknown	1.5	7.3	207.9	7.3	18854.3	6.9
Total Teaching Positions	20.6	100	2831.6	100	274759.1	100

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.science courses.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA) (School Year 2019–2020)

Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	1.4
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	1.4

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2019–2020)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	5.5
Total Out-of-Field Teachers	5.5

Class Assignments (School Year 2019–2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	24.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the October 5, 2021 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2020-2021, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 5, 2021 meeting of the Board of Education.

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

School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			* 3rd Floor Hallway: Ceiling light out next to room 333
Restrooms/Sinks/Fountains	X			
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			* 3rd Floor Hallway: Cracked skylight glass next to room 304.

Overall Summary of School Facility Good Repair Status

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			
Inspection Date	Fall 2021			

Additional Comments:

School Facility Conditions and Improvements

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

JJSE is located in the Excelsior neighborhood next to beautiful McLaren Park. The school was completed renovated for disability access in 2010 and is fully equipped including science labs and a computer lab. We have a small but focused library and a vibrant College Access Center. Next to the park is our large school garden which currently includes many food crops, fruit trees, and chickens. We share the building with our neighbors at City Arts and Technology (CAT) charter school; the two schools are completely separate except that CAT students play on JJSE sports teams.

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

The CAASPP System encompasses the following assessments and student participation requirements:
1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.
2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven
3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020–2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

o Aligned with CA CCSS for ELA and mathematics;
o Available to students in grades 3 through 8, and grade 11; and
o Uniformly administered across a grade, grade span, school, or district to all eligible students.

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

California Assessment of Student Performance and Progress Results for All Students

| | Percent of Students Meeting or Exceeding State Standards | | | | | |
| | School | | District | | State | |
Subject	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

CAASPP Assessment Results - English Language Arts (ELA)
Grades Three to Eight and Grade Eleven (School Year 2020-21)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	NT	NT	NT	NT
Male	25	NT	NT	NT	NT
Female	20	NT	NT	NT	NT
African American	--	NT	NT	NT	NT
American Indian/Alaskan	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	26	NT	NT	NT	NT
Pacific Islander/Hawaiian	0	0	0	0	0
White	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Economically Disadvantaged	20	NT	NT	NT	NT
English Learners	12	NT	NT	NT	NT
Students with Disabilities	19	NT	NT	NT	NT
Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0

Note: Cells with N/A values do not require data.

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

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

Note: N/T values indicate that this school did not test students using the CAASPP.

CAASPP Assessment Results - Mathematics
Grades Three to Eight and Grade Eleven (School Year 2020-21)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	NT	NT	NT	NT
Male	25	NT	NT	NT	NT
Female	20	NT	NT	NT	NT
African American	--	NT	NT	NT	NT
American Indian/Alaskan	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	26	NT	NT	NT	NT
Pacific Islander/Hawaiian	0	0	0	0	0
White	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Economically Disadvantaged	20	NT	NT	NT	NT
English Learners	12	NT	NT	NT	NT
Students with Disabilities	19	NT	NT	NT	NT
Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0

Note: Cells with N/A values do not require data.

Note: Math test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

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

Note: N/T values indicate that this school did not test students using the CAASPP.

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): Reading Inventory
Grades Three to Eight and Grade Eleven (School Year 2020-21)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	0	0.00	100.00	N/A
Female	19	0	0.00	100.00	N/A
Male	26	0	0.00	100.00	N/A
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	0	0.00	100.00	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	0	0.00	100.00	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	--	--	--	--	--
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	30	0	0.00	100.00	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	19	0	0.00	100.00	N/A

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Local Assessment Test Results in Math by Student Group
Assessment Name(s): Math Milestone Tasks
Grades Three to Eight and Grade Eleven (School Year 2020-21)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	0	0.00	100.00	N/A
Female	19	0	0.00	100.00	N/A
Male	26	0	0.00	100.00	N/A
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	0	0.00	100.00	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	0	0.00	100.00	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	--	--	--	--	--
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	30	0	0.00	100.00	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	19	0	0.00	100.00	N/A

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students

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

Subject	School		District		State	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Gr 5,8 and high school)	N/A	NT	N/A	60.00	N/A	28.72

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	NT	NT	NT	NT
Male	32	NT	NT	NT	NT
Female	33	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	44	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	39	NT	NT	NT	NT
English Learners	20	NT	NT	NT	NT
Students with Disabilities	25	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0

Note: Cells with N/A values do not require data.

Career Technical Education Programs (School Year 20- 21)

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

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

SFUSD's model includes rigorous academics, integrated technology, work-based learning and comprehensive support services. This provides avenues for students to draw rich, real-world connections across content areas and see the relevance in their day-to-day learning. Examples across our CTE Pathways include participating in job shadows as well as a culminating project-based Capstone experience during which students demonstrate their mastery and application of CTE Model Standards to address a relevant real-world challenge.

We continue to increase the capacity of CTE teachers, site coordinators, counselors and administration, along with local community-based organizations and industry partners to ensure that non-traditional populations have full access to the Pathways and are set up for success. Specific attention is paid during the recruitment process to support enrollment of populations underrepresented in particular career sectors, as well as target populations of ELL, students with IEPs and a diverse student population focused on engaging African American and Latinx students.

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

The Career Pathways Advisory Committee is chaired by Gary Freund, representing both Cal State East Bay University and the Hospitality/Tourism Advisory Board.

Career Technical Education Participation (School Year 2020-21)

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

Measure	CTE Program Participation	
Number of Pupils	59	
Percent of pupils completing a CTE program and earning a high school diploma	100%	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40% Sequenced	
	0% Articulated	

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

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

Indicator	Percent
2020-21 Students Enrolled in Courses Required for UC/CSU Admission	100
2019-20 Graduates Who Completed All Courses Required for UC/CSU Admission	53

State Priority: Other Pupil Outcomes

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

California Physical Fitness Test Results (School Year 2020-21)

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

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported.

Part C (Engagement) begins on the next page.

C. Engagement

State Priority: Pupil Engagement

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 18-19	School 19-20	School 20-21	District 18-19	District 19-20	District 20-21	State 18-19	State 19-20	State 20-21
Dropout Rate	17.5	15.4	10.3	30.9	12.6	36.6	9	8.9	9.4
Graduation Rate	71.4	80.8	82.8	64.6	79.2	58.2	84.5	84.2	83.6

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020-2021)

Group	Number of Students in	Number of Cohort Graduates	Cohort Graduation Rate
All Students	58	48	82.8
Female	28	26	92.9
Male	30	22	73.3
Non-Binary	0.0	0.0	0.0
African American	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	42	35	83.3
Pacific Islander	--	--	--
White (Not Hispanic)	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	53	43	81.1
English Learners	24	20	83.3
Students with Disabilities	15	11	73.3
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Migrant	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at http://www.cde.ca.gov/ds/ad/acgrinfo.asp

Chronic Absenteeism by Student Group

（School Year 2020-2021）

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	253	236	95	40.3
Female	115	103	39	37.9
Male	138	133	56	42.1
African American	40	37	24	64.9
American Indian or Alaska Native	1	1	0	0.0
Asian	7	4	0	0.0
Filipino	10	10	2	20.0
Hispanic or Latino	169	162	57	35.2
Pacific Islander	6	5	2	40.0
White (Not Hispanic)	9	7	3	42.9
Two or More Races	8	7	6	85.7
Socioeconomically Disadvantaged	179	169	71	42.0
English Learners	91	85	32	37.6
Students with Disabilities	71	63	22	34.9
Foster Youth	8	5	2	40.0
Homeless	22	20	8	40.0
Migrant	4	4	3	75.0

State Priority: School Climate

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

School Safety Plan - Most Recent Year

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

At JJSE, safety is our first priority. As a small school with only 250 students, we are able to carefully monitor the campus and work closely with students to establish a culture where everyone can feel safe and supported. We explicitly teach what we call the RICH values -- respect, integrity, courage, and humility -- and expect students to be developing themselves as good human beings first, and then as students and intellectuals. We also know that teenagers make frequent mistakes, and when that happens we provide opportunities for students to make amends -- but as a school for social justice, we do not tolerate continued disrespect, bullying, or other behavior that oppresses or dehumanizes others.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.
(data collected between July through June, each full school year respectively)

Subject	School			District			State		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	1.14	4.85	0.00	1.71	1.31	0.02	3.47	2.45	0.20
Expulsions	0.00	0.37	0.00	0.00	0.01	0.00	0.08	0.05	0.00

Note: Data collected during the 2020–2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Suspensions and Expulsions by Student Group
（School Year 2020-2021）

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
African American	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Pacific Islander	0.00	0.00
White (Not Hispanic)	0.00	0.00
Two or More Races	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
English Learners	0.00	0.00
Students with Disabilities	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Migrant	0.00	0.00

State Priority: Parental Involvement

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

Opportunities for Parental Involvement

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

JJSE was founded 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. One assumption underlying this effort was the idea that real accountability is rooted in relationships rather than bureaucracy. As part of our effort to be accountable to students and families, we invite parents to sit in on classes and see what their children are learning, and we ask parents to sit on their children's portfolio committees so they can see the progress they are making toward college. We also do parent-teacher conferences twice a year and have monthly parent leadership meetings.

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

Nichalous Archibald   **415-452-4922**

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

Section D - Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary)

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

Subject	Avg Class Size	2018-19 Number of Classrooms			Avg Class Size	2019-20 Number of Classrooms			Avg Class Size	2020-21 Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	15	14	2		18	11	3	1	10	28	2	
Math	19	9	3		20	8	3		18	9	3	
Science	18	9	3		20	9	2		16	10	1	
Social Science	20	6	3		14	11	5		22	4	3	

Academic Counselors and Other Support Staff (School Year 2020-21)

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

Title	Ratio
Academic Counselors	0

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0.5
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	3.5

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020-21)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,691	$460	$7,231	$79,066
District	----	----	$7,231	$79,066
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	$8,443.83	$86,665
Percent Difference - School Site and State	----	----	-15%	-7%

Types of Services Funded (Fiscal Year 2019-20)

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

Key elements of JJSE's program include:
– class size of 25 or less
– an advisory system, including frequent parent contact
– all students take a-g university entrance requirements
– partnerships with local colleges (SFSU and CCSF) where all students take university courses
-- individualized college advising including financial aid (class of 2011 received over $1 million in scholarships)
– a performance assessment (portfolio) system to create public accountability for student achievement
– a Wellness Center to address mental and physical health needs
-- arts courses in partnership with community artists
-- "exceptional ed" program for students with autism and other special needs
-- student clubs including Black Student Union, Asian Student Union, Raza Club, Women in Science, Gay-Straight Alliance, Best Buddies
-- sports teams including basketball (girls & boys), soccer (girls & boys), volleyball (girls), baseball (boys)
-- intersession physical fitness program with mini-courses including hiking/camping, martial arts, dance, biking, soccer, and others

Teacher and Administrative Salaries (Fiscal Year 2019-20)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	50865	50897
Mid-Range Teacher Salary	83205	78461
Highest Teacher Salary	103969	104322
Average Principal Salary (Elementary)	126740	131863
Average Principal Salary (Middle)	132675	137086
Average Principal Salary (High)	137989	151143
Superintendent Salary	310000	297037
Percent of Budget for Teacher Salaries	33	32
Percent of Budget for Administrative Salaries	7	5

Advanced Placement Courses (School Year 2020-21)

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

Subject	Number of AP Classes Offered	Percent of Students in AP Courses
Computer Science	0	----
English	0	----
Fine and Performing Arts	0	----
Foreign Language	0	----
Mathematics	0	----
Science	0	----
Social Science	0	----
All Courses	0	0

Professional Development

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

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

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

San Francisco Unified School District CAASPP Assessment Results - English Language Arts (ELA)

Grades Three to Eight and Grade Eleven (School Year 2020-21)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	27015	74	0.27	99.73	75.68
Male	14107	41	0.29	99.71	73.17
Female	12906	33	0.26	99.74	78.79
African American	1720	0	0.00	100.00	--
American Indian/Alaskan	66	0	--	100.00	--
Asian	8860	36	0.41	99.59	77.78
Filipino	946	1	0.11	99.89	--
Hispanic or Latino	7749	6	0.08	99.92	--
Pacific Islander/Hawaiian	215	0	0.00	100.00	--
White	3777	13	0.34	99.66	76.92
Two or More Races	3682	18	0.49	99.51	77.78
Economically Disadvantaged	9308	11	0.12	99.88	90.91
English Learners	6678	7	0.10	99.90	--
Students with Disabilities	3792	7	0.18	99.82	--
Migrant Education Services	83	0	0.00	100.00	--
Foster Youth	161	0	0.00	100.00	--
Homeless	2838	0	0.00	100.00	--
Military	0	0	0	0	0

Note: Cells with N/A values do not require data.

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

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

Note: N/T values indicate that this school did not test students using the CAASPP.

San Francisco Unified School District CAASPP Assessment Results - Mathematic Grades Three to Eight and Grade Eleven (School Year 2020-21)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	27015	72	0.27	99.73	67.61
Male	14107	41	0.29	99.71	73.17
Female	12906	31	0.24	99.76	60.00
African American	1720	0	0.00	100.00	--
American Indian/Alaskan	66	0	--	100.00	--
Asian	8860	35	0.40	99.60	65.71
Filipino	946	1	0.11	99.89	--
Hispanic or Latino	7749	6	0.08	99.92	--
Pacific Islander/Hawaiian	215	0	0.00	100.00	--
White	3777	13	0.34	99.66	76.92
Two or More Races	3682	17	0.46	99.54	64.71
Economically Disadvantaged	9308	11	0.12	99.88	54.55
English Learners	6678	7	0.10	99.90	--
Students with Disabilities	3792	8	0.21	99.79	--
Migrant Education Services	83	0	0.00	100.00	--
Foster Youth	161	0	0.00	100.00	--
Homeless	2838	0	0.00	100.00	--
Military	0	0	0	0	0

Note: Cells with N/A values do not require data.

Note: Math test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

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

Note: N/T values indicate that this school did not test students using the CAASPP.

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): Reading Inventory
Grades Three to Eight and Grade Eleven (School Year 2020-21)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26988	19895	73.72	26.28	59.47
Female	12873	9682	75.21	24.79	62.90
Male	14104	10207	72.37	27.63	56.21
American Indian or Alaska Native	65	39	60.00	40.00	43.59
Asian	8370	6407	76.55	23.45	67.38
Black or African American	1707	1004	58.82	41.18	29.08
Filipino	952	712	74.79	25.21	58.29
Hispanic or Latino	7796	5276	67.68	32.32	36.64
Native Hawaiian or Pacific Islander	194	127	65.46	34.54	37.80
Two or More Races	2659	2202	82.81	17.19	76.20
White	3696	2966	80.25	19.75	83.01
English Learners	6443	4639	72.00	28.00	19.62
Foster Youth	82	45	54.88	45.12	48.89
Homeless	1429	961	67.25	32.75	34.03
Military	14	12	85.71	14.29	75.00
Socioeconomically Disadvantaged	13391	9412	70.29	29.71	44.55
Students Receiving Migrant Education Services	87	55	63.22	36.78	29.09
Students with Disabilities	4481	2907	64.87	35.13	29.51

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Local Assessment Test Results in Math by Student Group
Assessment Name(s): Math Milestone Tasks
Grades Three to Eight and Grade Eleven (School Year 2020-21)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26988	17539	64.99	35.01	61.52
Female	12873	8500	66.03	33.97	63.98
Male	14104	9034	64.05	35.95	59.20
American Indian or Alaska Native	65	35	53.85	46.15	37.14
Asian	8370	5892	70.39	29.61	71.72
Black or African American	1707	882	51.67	48.33	32.65
Filipino	952	512	53.78	46.22	59.38
Hispanic or Latino	7796	4725	60.61	39.39	44.47
Native Hawaiian or Pacific Islander	194	112	57.73	42.27	44.64
Two or More Races	2659	1880	70.70	29.30	70.85
White	3696	2467	66.75	33.25	74.14
English Learners	6443	4118	63.91	36.09	44.46
Foster Youth	82	45	54.88	45.12	48.89
Homeless	1429	812	56.82	43.18	44.09
Military	14	11	78.57	21.43	63.64
Socioeconomically Disadvantaged	13391	8467	63.23	36.77	52.82
Students Receiving Migrant Education Services	87	51	58.62	41.38	39.22
Students with Disabilities	4481	2441	54.47	45.53	44.12

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

End of SARC Document.