

STRATEGY: HIGH SCHOOL PARTNERSHIP

School Site Needs

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Downtown High School

- Deepening student investment in their own postsecondary readiness by utilizing increased exposure and access to college and career skills and pathways to facilitate planning for life after high school.
 - Directly and intentionally integrate postsecondary readiness into each project's curriculum.
 - Embed exposure to relevant career pathways in each project through activities such as guest speakers and field trips.
 - Incorporate postsecondary goal-setting, planning and monitoring of progress in student-led conferences.
 - Develop student's capacity for employment and post-secondary opportunities
 - Develop stronger partnerships with community based organizations that can help increase student exposure, access and readiness for postsecondary opportunities
 - Provide graduates with opportunities to access postsecondary support from DHS by providing services such as meetings, case management, ongoing check-ins, tutoring, etc.
 - Deepen relationships with postsecondary institutions such as City College of San Francisco and Skyline Community College, as well as create relationships with trade schools, apprenticeship programs, and skilled trade unions.
- Deepening CBO partnerships in order to ensure support around students' academic, social/emotional and postsecondary goals.
 - We are interested in more arts, music, sports and mental health clubs during lunch-time and after school.
 - After school academic support to help students with building key foundational skills in literacy and math. As of now there is not a culture of staying after school in order to work on academic skills or Edgenuity courses.
- Supporting attendance so that all students can access academics as well as post-secondary and social emotional support.
 - Our school-wide attendance rate last year was approximately 70% short of our 80% goal.
 - There is a need for more attendance support. Students are interested in someone regularly checking in with them about their attendance and helping them solve problems around regularly attending school. Staff is interested in someone to do the work traditionally done by an attendance or family liaison.
 - Students also identify transportation problems as being a barrier to attending school.

John O'Connell High School

- Ability to fiscally manage a large grant and to meet all DCYF School Partnership Program requirements and deliverables. Ability to manage school/district, city/county, and DCYF data and reporting systems for individual students, cohorts, and programs. Ability to manage data entry and reporting using tracking systems for the San Francisco Unified School District, DCYF, and the Office of Economic and Workforce Development.
- Ability to execute MOUs with industry partners for each of our four Upper Division pathways: (1) Building and Construction Trades, (2) Entrepreneurship and Culinary Arts, (3) Health and Behavioral Sciences, and (4) Public Service. Ability to outreach to, onboard, and manage a robust network of industry partners so that all juniors and seniors (about 250 students per year) have at least 8 weeks of off-site work-based learning experiences each semester on Wednesdays, for a total of 16 weeks per year. Juniors go out on work-based learning rotations in groups by Pathway, and seniors participate in sustained individual internships aligned with their career interests. Ability to engage Upper Division students and staff around career interests and workforce needs to match industry partners with our juniors and seniors for transformative work-based learning.

School Site Needs**John O'Connell High School**

- Ability to teach work-based learning and career readiness competencies to mastery through Wednesday workshops, and to problem-solve any issues that arise during work-based learning for students, staff, or industry partners. Ability to provide staffing needed for Lower Division career exploration/job readiness activities for all freshmen and sophomores, including a dedicated student success coach working with students 6 hours in the classroom per week and planning with teachers 3 hours per week. Ability to provide staffing needed for Upper Division Wednesday college and career workshops and work-based learning (might need additional designated staff beyond those who are at the school daily). Ability to plan with classroom teachers to align work-based learning experiences with academic content in the Upper Division career-technical integrated Pathways. Ability for partner staff to meet regularly with site teams during teacher common planning time, college and career team meetings, as needed, and during other drop-in office hours.
- Ability to coordinate work-based learning transportation to ensure that all juniors and seniors can participate in weekly work-based learning off-site for eight weeks in fall and eight weeks in spring. Ability to secure cash assistance and/other needed resources to students with significant work-based learning readiness needs.
- Ability to support school site special educators with student applications to Department of Rehabilitation (DOR) vocational services, so that DOR takes the lead on connecting eligible students to training, support, and workforce development, so that our students with Individual Education Plans (IEPs) are able to participate successfully in work-based learning.

June Jordan School for Equity

- Understanding, adherence, and immersion into our mission and vision.
 - Mission & Vision: As a school for social justice serving predominantly working class communities of color, the mission of JJSE is not just to prepare students for college, but also to prepare our graduates to be agents of positive change in the world. Our mission and vision is to prepare young people in three key areas: Community, Social Justice, and Independent Thinking
- Understanding and uplifting of our school pillars: community, social justice, and independent thinking
- Understanding, practicing, and teaching of our school values: Respect, Integrity, Courage, Humility
- Prioritizing and flexibility in responding to the needs of the school, not meeting a quota for the CBO.
- Supplement SEL supports for our students based on the needs of our students
- Services/Resources:
 - Engagement with reading supports outside of school (Support with building a culture of reading)
 - Tutoring
 - Home Visits
 - In class presentations
 - Enriching learning opportunities outside of school (internships)
 - Supporting alumni's in their transition to post grad life after June Jordan
 - Family engagement