



South San Francisco High School

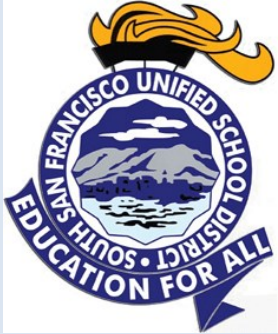
400 B St. • South San Francisco, CA 94080 • 650.877.8754 • Grades 9-12

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<https://ssfhs.schoolloop.com/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



South San Francisco Unified School District

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South San Francisco, CA 94080
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District Governing Board

Patricia A. Murray
Eddie Flores
Daina R. Lujan
John C. Baker
Mina A. Richardson

District Administration

Shawnterra Moore, Ed.D.

Superintendent

Keith B. Irish

Assistant Superintendent, Educational Services and Categorical Programs

Jay Spaulding, Ed.D.

Assistant Superintendent Human Resources and Student Services

Ted O

Assistant Superintendent, Business Services

Karla Groth, Ed.D.

Director English Learner Programs, Categorical Programs and Special Projects

Jason Brockmeyer

Director of Innovation, Community Outreach and Special Projects

Valerie Garrett, Ed.D.

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Director of Technology

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Director of Facilities and Safety

Fran Debost, MS, RDN

Director of Nutrition Services and Distribution

School Description

South San Francisco Unified School District serves a diverse multicultural community through nine elementary schools, three middle schools, and three high schools - one of which is a continuation high school/adult education school. The elementary schools serve Kindergarten-5th graders; the middle schools serve 6th-8th graders; and the high schools serves 9th-12th graders. These schools are located in the cities of Daly City, San Bruno, and South San Francisco.

South San Francisco High School (SSFHS), located in the city of South San Francisco, is a comprehensive public high school with an ethnically, culturally, and socioeconomically diverse population. The school has maintained a strong presence in the city since opening in 1913 at a different location. The current site, located at 400 B Street, was built in 1950. The school has 72 teaching stations (10 buildings, two gyms, Learning Instruction Center - also referred as the library, three computer lab rooms, an auditorium, cafeteria/multipurpose room, locker rooms, and administration offices). It is located in a small residential area of the city of South San Francisco. The school reflects the ethnic and racial diversity of the San Francisco Bay Area.

With over 100 years of existence, South San Francisco High School (SSFHS) preserves the traditions of the school. The SSFHS campus has grown and gone through many physical changes. New or renovated facilities include the following:

2014 Renovated Track and Football Field Ribbon Cutting

2016 Renovated Softball Field

2015 20 Newly built classrooms (F, G, H Wings)

2015 Removal of Temporary Portables along the fence line by El Camino Real

2016 A new 8,000 sq. ft. biotechnology science building known as the "Science Garage" funded entirely by Genentech and donated to the District in 2017.

2017 Refinished tennis courts

2018 Renovated Swimming Pool with 8 lanes, offering opportunities for competitive water polo athletics

2019-20 Two fields are currently being renovated. In spring 2020, the school will open the new softball and baseball diamonds.

South San Francisco High School offers a rigorous academic program, which includes 11 Advanced Placement Courses and six Honors courses in English, Math, Science, Social Science, and World Languages. The school also offers two approved CTE pathways: the first one is in Transportation, specifically the Auto Mechanics 1-5 Pathway; the second pathway is in Arts, Media, and Entertainment, with course offerings that include Photography, Digital Photography, Video Art, Web Page Design, and Ballet Folklorico. Other CTE pathways that are in the developmental stages are Biotechnology, Electronics, Computer Science, and Woods.

In addition to the core subject areas, students are able to choose from a wide variety of elective classes. South San Francisco High School has strong elective classes in Visual and Performing Arts, such as Dance, Art, Ceramics, Drama, and Music. Other electives include World Languages, Woods, Electronics and Classic Photography, various Science, and Social Science courses. SSFHS offers five sections of AVID - one section per grade level 9, 10 and 12; two sections in grade level 11. The AVID program at SSFHS was designated Highly Certified in 2017-2018. The courses are designed to assist students in meeting the rigorous requirements for acceptance to four-year universities.

There are many co-curricular and extra-curricular activities in which students can get involved. There are over 40 clubs (community services, hobbies/ interests, and cultural identity clubs) and 26 athletic teams on campus. Additionally, there are many opportunities for parents to get involved.

South San Francisco High School is a vibrant, diverse, and inclusive school community. It offers a full Newcomers' program for students who have recently arrived to the United States and provides English Language Development classes for English Language Learners (ELL) to matriculate their four years on site. It also has many Special Education classes that are co-taught with General Education Teacher and Education Specialists, as well as Academic Support, Academic Instruction, Life Skills, and Moderate/Severe classes for students with special needs. South San Francisco High School also houses the San Mateo County of Education (SMCOE) Special Education program specifically for students with severe disabilities. SSFHS continuously strives to be an inclusive and welcoming school community for all students.

South San Francisco High School has received state and national rankings. In regards to State rankings, SSFHS was selected by Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE) as one of 1,866 public schools in California to receive the title of 2016 California Star Honor Roll School. The Honor Roll is part of a national effort to identify higher-performing schools and highlight successful practices that improve outcomes for students. Schools receiving this distinction have demonstrated consistent high levels of student academic achievement, improvement in achievement levels over time, and reduction in achievement gaps among student populations. For high schools, the Honor Roll recognition also includes measures of college readiness. In regards to National rankings, the U.S. News 2017 list of Best High Schools examines data about more than 22,000 public high schools in 50 states and the District of Columbia. The top 6,041 public high schools are awarded gold, silver, or bronze medals based on their performance on state assessments and how well they prepared students for college. For the Class of 2017, data was retrieved from the students' performance on the CAASPP testing. South San Francisco High School earned a silver medal and was ranked #2,519, ahead of approximately 60% of those top 6,041 schools awarded, which makes South San Francisco High School ranked in the top 10% National Rankings of all public high schools in the United States.

For the 2019-2020 year, South San Francisco High School changed its bell schedule. The school now has a seven (7) period schedule, which includes four (4) days of block scheduling. Two of these days include an advisory period. The fifth day is a shortened class day which enables faculty to work collaboratively in their Professional Learning Community (PLC) cohorts.

South San Francisco High School's Vision Statement: South San Francisco High School will graduate resilient, empathetic, life-long learners who will become productive and globally conscious citizens with useful skills to contribute to an ever-changing society.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC 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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	10.1
Filipino	20.4
Hispanic or Latino	57
Native Hawaiian or Pacific Islander	2.1
White	4.4
Two or More Races	4.4
Socioeconomically Disadvantaged	49.4
English Learners	12.7
Students with Disabilities	12.1
Foster Youth	0.3
Homeless	0.7

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	342
Grade 10	351
Grade 11	336
Grade 12	292
Total Enrollment	1,321

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for South San Francisco High School	17-18	18-19	19-20
With Full Credential	69	64	68
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South San Francisco Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	427
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at South San Francisco High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Study Sync/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson Common Core Algebra I; CC Geometry; CC Algebra 2/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Biology/2008; Holt McDougal - Earth Science/2010; Pearson Chemistry/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McGraw Hill - Impact California Social Studies High School Program/2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	EMC ¡Qué chévere! (Spanish)/2014; T'es branché? (French) © 2014; EDITRICE LA SCUOLA Super Ci (Italian)/2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Prentice Hall Health/2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

South San Francisco High School was built in 1950. The school has 72 teaching stations (10 buildings, 2 gyms, a newly renovated pool, library/LIC, 3 computer lab rooms, theater, cafeteria/multipurpose room, locker rooms and administration offices) providing education for grades 9-12. The District takes great effort to ensure that all schools are clean, safe and functional. All bathrooms, classrooms and offices are cleaned daily. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The facility's work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

A new 8,000 sq.ft. Science building was constructed and completed. This building was funded entirely by Genentech, who donated the completed structure to the District in 2017.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	52	54	50	52	50	50
Math	28	27	43	44	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	23.2	14.7	19.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	300	280	93.33	53.57
Male	157	146	92.99	44.52
Female	143	134	93.71	63.43
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	29	28	96.55	64.29
Filipino	45	44	97.78	63.64
Hispanic or Latino	165	150	90.91	46.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.00	33.33
Two or More Races	35	35	100.00	74.29
Socioeconomically Disadvantaged	158	143	90.51	44.06
English Learners	67	62	92.54	20.97
Students with Disabilities	28	27	96.43	3.70
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	310	303	97.74	27.06
Male	163	160	98.16	26.88
Female	147	143	97.28	27.27
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	29	28	96.55	53.57
Filipino	45	45	100.00	40.00
Hispanic or Latino	175	170	97.14	18.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.00	25.00
Two or More Races	35	35	100.00	34.29
Socioeconomically Disadvantaged	168	163	97.02	19.63
English Learners	71	68	95.77	5.88
Students with Disabilities	29	29	100.00	3.45
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement - (School Year 2019-20):

At SSFHS, there are many opportunities for parents to get involved. These are the current parent group meetings that occur at SSFHS:

Most of these parent groups meet monthly:

PTSA

Site Council

DELAC/ELAC

Parent Education Series

African American Parent Advisory Committee

Latino Parent Group

Parent Project (Spanish and English)

Athletic/Sports Boosters

Band Guild

There are also various workshops put on by the Administration and Counseling Department such as the following:

Advanced Placement Night

Intervention Night

Financial Aid Night

Grade Level Parent Meetings

There are also opportunities for parents to attend school sponsored events:

Athletic Games

Performances (Drama, Dance, Ballet Folklorico)

Senior Capstone Night

National History Day

Chaperone for Field Trips

To learn more about specific opportunities for getting involved, please contact the school principal, Mr. Kevin Asbra, at 650-877-8754 or kasbra@ssfusd.org

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The School Safety Plan includes an overview of the school's current comprehensive safe school programs and initiatives as well as an annual action plan that addresses the four phases of emergency planning: mitigation, preparedness, response and recovery. The plan identifies members of the school's emergency response team, their roles and responsibilities, in addition to their lines of communication with the district's emergency response team. Each School Safety Plan incorporates the state's Standardized Emergency Management System and is aligned with the detailed District Emergency Management Handbook.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	18.1	15.3	14.3
Expulsions Rate	0.5	0.1	0.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.8	5.6	5.4
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	377.4

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	27	10	23	16	28	7	25	16	25	17	24	14
Mathematics	24	18	24	6	24	17	25	7	21	30	19	3
Science	27	6	21	8	27	5	21	6	23	12	26	3
Social Science	30	3	15	13	30	3	19	11	27	8	21	10

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. The focus of the school's staff development efforts, which are outlined in our WASC Action Plan and SPSA are closely aligned with the district goals and initiatives (LCAP). The faculty of South San Francisco High School have twenty-seven (27) early release Wednesday's throughout the school year which allows for collaboration most weeks. The priority in terms of professional development has been in the area(s) of: Professional Learning Communities (scope and sequence, curriculum, instruction and common formative assessments), school climate (PBIS), sharing best practices, reviewing school data (ie grades, testing scores) and having conversations around curriculum alignment. The faculty also participates in two (2) district wide professional development days (one each semester). For the first district level professional development day, there was an emphasis on data analysis from Common Formative Assessments. Additionally, the administrative team is continuing to support classroom instruction through regular classroom visits. The administrative team has a goal of visiting classrooms for brief walk throughs three (3) days a week. There is a district wide google form for these walk throughs that focuses on standards being taught, skills being learned and instructional materials being utilized to deliver the curriculum.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,377	\$49,084
Mid-Range Teacher Salary	\$78,483	\$76,091
Highest Teacher Salary	\$99,437	\$95,728
Average Principal Salary (ES)	\$125,146	\$118,990
Average Principal Salary (MS)	\$133,004	\$125,674
Average Principal Salary (HS)	\$160,171	\$137,589
Superintendent Salary	\$212,203	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Site funding includes supporting the following programs:

AVID, EL Tutoring Center, After school Homework Center, Advance Placement conference and professional development, PLC training and collaboration, College and Career enrichment opportunities, 8th Grade Family Information Night, Parent Engagement and Community outreach, School Improvement, Mock Trial, National History Day, Sojourn to the Past, Robotics, ASB, Link Crew, and School Climate including PBIS training and collaboration. It also includes targeted intervention support such as EL/Math Collaboration, EL Tutoring, Special Education and Math Collaboration, Intervention Nights, Parent Outreach, SAT Prep, PSAT Test fees and staffing for the homework center (4 days per week). The homework center also has staffing for EL-student support.

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

Rate for South San Francisco High	2015-16	2016-17	2017-18
Dropout Rate	7.6	5.6	9.2
Graduation Rate	91.7	85.7	78.4

Rate for South San Francisco Unified	2015-16	2016-17	2017-18
Dropout Rate	7	5.1	6.5
Graduation Rate	91.9	86.4	81.2

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	95.08
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	39.45

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6,010.02	5,664.11	345.91	\$80,994
District	N/A	N/A	1,040.89	\$75,089.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-100.2	0.0
School Site/ State	-181.5	5.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	4	N/A
All courses	13	17.9

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

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

Career Technical Education at SSFHS provides opportunities for high school students to explore and access high-wage, high-demand careers, while preparing them for post-secondary education. CTE pathways offer students a 2-3 year course sequence focused on one industry sector. The CTE curriculum is centered around hands-on, contextualized learning that will help develop student's professionalism and industry-specific skill set. Teachers work with industry advisory boards to provide work-based learning opportunities and a relevant curriculum to students. As SSFHS moves to a model that includes rigorous academics, integrated technology, work-based learning and comprehensive support services, we continue to increase the capacity of CTE teachers, counselors and administration. Students enrolled in CTE courses can earn college credit, obtain industry certification(s), participate in a summer internship and / or build their professional network and skills in the desired CTE pathway. Through standards-based curriculum, career readiness activities and supportive cohorts, CTE students are more likely to engage in the school community, persist to graduation and obtain post-secondary credential, degree or apprenticeship. While South San Francisco High School is currently looking to expand the CTE pathways for the 2020-21 year, the current pathways are in place: Automotive Technology, Folklorico Dance, Video Art and Biotechnology (in process).

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.