



South San Francisco High School

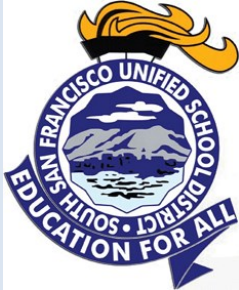
400 B St. • South San Francisco, CA 94080 • 650.877.8754 • Grades 9-12

Mr. Kevin R. Asbra, Principal

kasbra@ssfusd.org

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

2019-20 School Accountability Report Card Published During the 2020-21 School Year



South San Francisco Unified School District

398 B Street
South San Francisco, CA 94080
650.877.8700
www.ssfusd.org

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Assistant Superintendent, Business Services

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School Description

South San Francisco Unified School District serves a diverse multicultural community with 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 serve 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

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 In spring 2020, the school completed the construction of the new softball and baseball diamonds.

South San Francisco High School offers a rigorous academic program, which includes 13 Advanced Placement Courses and four Honors courses in English, Math, Science and Social Science, World Language and Computer Science. The school also offers one approved CTE pathway: this 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 and Computer Science.

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, Classic and Digital Photography, various Science, and Social Science courses. SSFHS offers five sections of AVID - two sections in grade level 9 and one section in grade levels 10, 11 and 12. 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 30 clubs (community services, hobbies/ interests, and cultural identity clubs) and 24 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 Teachers and Education Specialists. Additionally, there are courses for 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 piloted a new 7-period bell schedule. The schedule included seven (7) periods, which included 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. At the conclusion of the 2019-2020 school year, some changes were made to the piloted schedule and a final schedule with seven (7) periods was approved. With COVID-19, the schedule has not been implemented due to distance learning. During distance learning, a 3X4 schedule has been adopted for the two comprehensive high schools.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.2
Asian	10.4
Filipino	21.1
Hispanic or Latino	57
Native Hawaiian or Pacific Islander	1.6
White	4.6
Two or More Races	3.9
Socioeconomically Disadvantaged	45.3
English Learners	12.6
Students with Disabilities	12.4
Homeless	0.5

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	346
Grade 10	334
Grade 11	316
Grade 12	298
Total Enrollment	1,294

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	18-19	19-20	20-21
With Full Credential	64	68	65
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South San Francisco Unified School District	18-19	19-20	20-21
With Full Credential	♦	♦	436
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	1

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

Indicator	18-19	19-20	20-21
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 2020-21)

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 2020

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. During COVID-19, regular disinfecting and sanitizing is occurring in classrooms and buildings on campus. 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. During the 2019-2020 year, a new softball stadium, in addition to a baseball stadium were constructed on South San Francisco High School's campus.

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)

Using the **most recently collected** 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 rate for each system inspected
- The overall rating

Year and month in which data were collected: December 2020

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	54	N/A	52	N/A	50	N/A
Math	27	N/A	44	N/A	39	N/A

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: 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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	23	N/A	28	N/A	30	N/A

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.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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.

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 2020-21)

Opportunities for Parental Involvement - (School Year 2020-2021):

At SSFHS, there are many opportunities for parents to get involved. Current parent group meetings typically occur either every other month or once per month. The parent groups of South San Francisco High School are as follows:

PTSA
 Site Council
 ELAC (site level) and DELAC (district level)
 Parent Education Series
 African American Parent Advisory Committee
 Familias Tomando Accion (formerly Latino Parent Group)-Site level but open to entire district
 Parent Project (Spanish and English)
 Athletic/Sports Boosters
 Band Guild

There are also various workshops and evening events put on by the Administration and Counseling/College and Career Department such as the following:

Advanced Placement Night
 Intervention Night
 Financial Aid Night
 Grade Level Parent Meetings
 High School Showcase

Other opportunities for parents to attend school sponsored events or get involved at South San Francisco High School are as follows:

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 (School Year 2020-2021)

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	15.3	14.3	5.6	5.4	3.5	3.5
Expulsions	0.1	0.2	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	

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.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	323.5

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.3

*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	28	7	25	16	25	17	24	14	24	25	22	10
Mathematics	24	17	25	7	21	30	19	3	21	30	18	2
Science	27	5	21	6	23	12	26	3	23	22	17	5
Social Science	30	3	19	11	27	8	21	10	27	9	17	15

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	4

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 all South San Francisco High 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). During distance learning/COVID-19 (2020-2021), the faculty of South San Francisco High School has opportunities every Wednesday to participate in various district level professional development opportunities (1:30-3:30). These days have multiple options to aid faculty at South San Francisco High School and throughout the district to continually learn new skills for teaching in a virtual environment. Skills learned for the virtual environment will inevitably carry over to when students are back on campus and being taught within physical classrooms. Although currently in a virtual teaching atmosphere, our priority for professional development continues to revolve around teacher collaboration through 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 engaged in two (2) district wide professional development days prior to school beginning on August 17, but had a additional days of voluntary professional development opportunities involving stipends. Additionally, the administrative team is continuing to support classroom instruction through regular classroom visits. The administrative team has a goal of visiting classrooms for virtual walk throughs three (3) days a week. A rotation schedule for the four administrators has been created in four week increments. Various faculty and staff members at the school are providing learning opportunities utilizing different virtual platforms. Finally, the administration is providing four (4) hours of professional development for all faculty and staff. The topic of this training is "Cultural Humility" and is provided by PCRC (Peninsula Conflict Resolution Center). Roughly 110 staff members will be divided into four virtual groups of 26-28 members. Each group will participate in Part 1 and 2 of the training on two different Wednesdays. Each part of the training will be facilitated by a member of PCRC's staff and will last two hours. The administration is also looking into a two hour follow up training for the spring that will be provided by PBIS (Positive Behavior Interventions and Supports) with the goal of "Enhancing Equity through Understanding Implicit Bias."

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,112	\$49,782
Mid-Range Teacher Salary	\$81,034	\$76,851
Highest Teacher Salary	\$102,669	\$97,722
Average Principal Salary (ES)	\$129,164	\$121,304
Average Principal Salary (MS)	\$140,035	\$128,629
Average Principal Salary (HS)	\$163,775	\$141,235
Superintendent Salary	\$220,691	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	33.0
Administrative Salaries	6.0	6.0

* 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, BARR program, 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, Robotics, ASB, and School Climate interventions through 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 planned implementation of a virtual tutoring support through Paper (Educational Support System).

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Rate for South San Francisco High	2016-17	2017-18	2018-19
Dropout Rate	5.6	9.2	7
Graduation Rate	85.7	78.4	78.4

Rate for South San Francisco Unified	2016-17	2017-18	2018-19
Dropout Rate	5.1	6.5	4.7
Graduation Rate	86.4	81.2	85

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7832.43	1024.57	6807.86	\$80,994
District	N/A	N/A	2097.23	\$78,059
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	105.8	3.7
School Site/ State	-12.9	2.2

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

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	803
% of pupils completing a CTE program and earning a high school diploma	45.3
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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	96.37
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	14.04

2019-20 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	1	N/A
Social Science	2	N/A
All courses	10	16.7

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

Career Technical Education Programs

Career Technical Education at SSFHS offers programs of study that involve a multiyear sequence of courses that integrate core academic knowledge with technical and occupational knowledge to provide students with a pathway to explore high-skill, high-wage, and in-demand careers, while preparing them for post-secondary education. Each CTE program of study is comprised of a 2-3 year pathway 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 administrators. Depending on the pathway, students enrolled in CTE courses can earn college credit, obtain industry certification(s), participate in a summer internship and / or begin to build their professional network and skills. Through standards-based curriculum, career readiness activities and supportive cohorts, CTE students are more likely to engage in the school community, proceed to graduation and obtain post-secondary credential, degree or apprenticeship. While South San Francisco High School is currently looking to expand their CTE pathways, the current pathways in place are: Video Art, Folklorico Dance, Biotechnology, Photography, and Computer Science.

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).

California School Dashboard

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.