

The School Plan for Student Achievement

School: South San Francisco High School
CDS Code: 41690704137279
District: South San Francisco Unified School District
Principal: Cynthia Rapaido, Ed.D.
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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

South San Francisco High School's Vision and Mission Statements

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.

School Profile

According to 2010 US Census Bureau, the city of South San Francisco's population was 63,632. As of February 3, 2018, data retrieved from DataUSA revealed that the city of South San Francisco's population has grown 1.04% with a current population of 66,217. The 2010 U.S. Census shows the ethnic demographic of the city of South San Francisco was 37.3% White, 36.6% Asian, 34% Hispanic/Latino, 2.6 % African American, 1.7% Hawaiian/Other Pacific Islander and 6.2% Two or More races. In 2015, the race/ethnic demographics changed slightly: 20.1% White, 37.5% Asian, 34.5% Hispanic/Latino. The median property value has grown 2.92%, now at \$606,300. In 2016, the median household income was at \$85,076, with approximately 8.0% of individuals living in poverty. The economy of South San Francisco specializes in Transportation & Warehousing, Utilities, and Real Estate, Rental & Leasing. The city is a leader in the biotechnology field, as well as the hotel and hospitality field. Of its population ages 25 and over, 84.4% were high school graduates or higher, 32.5% held Bachelor's degrees or higher.

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 Kindergarteners-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. It 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 preserves the traditions of the school. Since the last WASC visit in 2011-2012, the South San Francisco High School 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

SSFHS offers a rigorous academic program, which includes 14 Advanced Placement Courses and six Honors courses in English, Math, Science, Social Science, World Languages, and Music Theory. SSFHS 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 course 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, 11 and 12; two sections in grade level 10. 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. SSFHS also houses the San Mateo County of Education's (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 recently 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 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.

South San Francisco High School is currently on a traditional schedule with six periods that meet daily for 56 minutes per day, five days a week, 18 weeks per semester with two semesters per school year.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration

should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

English Language Learner Acquisition Status, Fluent English Proficient Demographics and Proficiency

According to State and federal law requirements, students whose primary language is a language other than English are identified as English Language Learners and must be assessed for English language proficiency. The English Language Learners will remain in this category until they achieve district-specified scores on state English language proficiency assessments and meet other academic criteria. Once they are proficient, the district will categorize the students as Redesignated Fluent English Proficient (RFEP).

The other category, Fluent English Proficient (FEP), includes both students who were Redesignated as Fluent English Proficient (RFEP) in the prior year and students whose primary language is not English, but who scored high enough on a state test of English proficiency to not be classified as an English learner.

As shown in Table 1, the percent and number of English Language Learners has basically remained the same for the past six years. With the exception of 2012-13 school year, the number of English Language Learners have been between 14%-15.9%, averaging at 15.7%. The number of Fluent English Proficient (FEP) students has slowly increased as the total number of student enrollment has steadily declined in the past six years.

Table 1
English Language Learner Acquisition Status, Fluency in English Demographics and Proficiency

| School Year | Total Student Enrollment | Number of English Language Learners | % of English Language Learners | Number of Fluent-English Proficient (FEP) Students |
|-------------|--------------------------|-------------------------------------|--------------------------------|--|
| 2011-12 | 1516 | 241 | 15.9% | 541 (35.7%) |
| 2012-13 | 1442 | 264 | 18.3% | 515 (35.7%) |
| 2013-14 | 1471 | 231 | 15.7% | 587 (39.9%) |
| 2014-15 | 1403 | 209 | 14.9% | 594 (42.3%) |
| 2015-16 | 1363 | 184 | 14.0% | 618 (45.3%) |
| 2016-17 | 1366 | 212 | 15.5% | 610 (45.0%) |

The number and percent of Fluent English Language Learners has increased the last six years. These numbers may correlate directly to the increase of Filipino students the last six years where Filipino is their primary language, but have passed the state assessment and have been redesignated as Fluent English Proficient (RFEP). At the end of the school year, SSFHS holds a ceremony to recognize and congratulate the students who have been redesignated as Fluent English Proficient.

SSFHS offers a Newcomers and an English Language curriculum support program for students who speak no or limited English. English Learners have course offerings in science, social studies, math, English, and some electives. These classes have bilingual paraprofessionals present to assist with translation of the lesson. There is a need for additional English Language (EL) support classes throughout the curriculum to provide the academic support needed to support the increasing number of EL students.

California Assessment of Student Performance and Progress (CAASPP) Data: Smarter Summative ELA/Literacy Grade 11 Test

Each year, students in 11th grade are tested in both English and Math. In 2016-2017, 11th graders took the Science assessment (CAST). In 2017-2018, the same class, now seniors, took the Science assessment.

Table 2 has the recorded Summative English CAASPP achievement levels from 2014-15 thru 2016-17. In 2014-15, 37% of the students who took the summative ELA assessment did not meet standards. In 2015-16, 36% of the students did not meet the standards. In 2016-2017, 53.2% did not meet standards. In 2017-2018, 48.11% did not meet standards.

Table 2
Smarter Summative ELA/Literacy Grade 11 Test

| School Year | Number of Students | Avg. Scale Score | % Standard Exceeds | % Standard Not Met | % Standard Nearly Met | % Standard Met | % Standard Exceeds |
|-------------|--------------------|------------------|--------------------|--------------------|-----------------------|----------------|--------------------|
| 2014-15 | 302 | 2604+/- 6 | 14 | 23 | 39 | 24 | |
| 2015-16 | 302 | 2610 | 12 | 24 | 39 | 25 | |
| 2016-17 | 310 | 2563.4 | 29.0 | 24.2 | 29.4 | 17.4 | |
| 2017-18 | 291 | 2572.9 | 27.15 | 20.96 | 31.96 | | 19.93 |

Table 3 provides student performance achievement levels in English/Literacy for the school years 2014-2015 thru 2016-2017. Delving deeper and analyzing data from CAASPP ELA scores for the years 2014-2015 thru 2016-2017, student performance level was 5 (above standard) in Writing. This is the area where students are performing best compared to reading, listening, and research/inquiry. The area that appears to have the highest percent of students below standard is Reading.

Table 3
Average Scale Score % in Each ELA Claims Performance Category

| School Year | Number of Students | Avg Scale Score | Claims | Percent in Each Claims Performance Level |
|-------------------|--------------------|-----------------|-------------------------------|--|
| 2014-15 | 302 | 2604+/-6 | ELA/Literacy % below Standard | % at or near standards 5 above standard |
| Reading | 20 | 49 | 32 | |
| Writing | 15 | 46 | 39 | |
| Listening | 15 | 67 | 18 | |
| Research/ Inquiry | 11 | 60 | 29 | |
| 2015-16 | 302 | 2610 | ELA/Literacy % below Standard | % at or near standards 5 above standard |
| Reading | 17 | 58 | 25 | |
| Writing | 13 | 49 | 39 | |
| Listening | 14 | 67 | 19 | |
| Research/ Inquiry | 10 | 53 | 37 | |
| 2016-17 | 310 | 2563.4 | ELA/Literacy % below Standard | % at or near standards 5 above standard |
| Reading | 31.7 | 49.84 | 19.09 | |
| Writing | 31.39 | 39.81 | 28.80 | |
| Listening | 20.71 | 62.46 | 16.83 | |
| Research/ Inquiry | 28.16 | 42.72 | 29.13 | |
| 2017-18 | 291 | 2572.9 | ELA/Literacy % below Standard | % at or near standards 5 above standard |
| Reading | 25.17 | 53.45 | 21.38 | |
| Writing | 30.45 | 42.56 | 26.99 | |
| Listening | 19.66 | 61.38 | 18.97 | |
| Research/ Inquiry | 25.17 | 44.14 | 30.69 | |

Smarter Summative Mathematics Grade 11 Test

Table 4 has the recorded Summative Mathematics CAASPP achievement levels from 2014-2015 thru 2016-2017. In 2014-2015, 70% of the 11th graders who took the summative Mathematics assessment did not meet standards. In 2015-2016, 66% of the 11th graders did not meet the standards. In 2016-2017, 76.4% of the 11th graders did not meet standards. In 2017-18, 72.28% of the 11th graders did not meet the standards.

Table 4
Smarter Summative Mathematics Grade 11 Test

| School Year | Number of Students Met | Avg. Scale Score | % Standard Not Met | % Standard Nearly Met | % Standard Exceeds |
|-------------|------------------------|------------------|--------------------|-----------------------|--------------------|
| 2014-15 | 299 | 2565+/-6 | 42 | 28 | 23 |
| 2015-16 | 298 | 2572.2 | 40 | 26 | 26 |
| 2016-17 | 313 | 2563.4 | 47 | 29.4 | 16.3 |
| 2017-18 | 303 | 2543.3 | 51.82 | 20.46 | 5.49 |

Table 5 provides student performance achievement levels on the Math test for the school years 2014-15 thru 2016-17. Delving deeper and analyzing data from CAASPP Math scores for the years 2014-15 thru 2016-17, of the three math categories: “Communicating Reasoning” has the highest percentage of 11th graders performing at or near standards for the past three years. Students perform better overall in “Problem Solving and Modeling & Data Analysis” than in “Concepts and Procedures.” While “Concepts and Procedures” has the highest percentage of students below standard, it also has the highest percentage of students above standard.

Table 5
Average Scale Score % in Each Math Claims Performance Category

| School Year | Number of Students | Avg Scale Score | Claims | Percent in Each Claims | |
|--|--------------------|-----------------|-------------|------------------------|---|
| Performance Level | | | | % below standard | % at or near standards 5 above standard |
| 2014-15 | 299 | 2565+/-6 | Mathematics | | |
| Concepts and Procedures | | | 51 | 36 | 13 |
| Problem Solving and Modeling & Data Analysis | | | 30 | 57 | 13 |
| Communicating Reasoning | | | 30 | 58 | 12 |
| 2015-16 | 298 | 2572.2 | Mathematics | | |
| Concepts and Procedures | | | 43 | 37 | 20 |
| Problem Solving and Modeling & Data Analysis | | | 30 | 57 | 13 |
| Communicating Reasoning | | | 25 | 58 | 17 |
| 2016-17 | 313 | 2548.6 | Mathematics | | |
| Concepts and Procedures | | | 53.35 | 30.99 | 15.65 |
| Problem Solving and Modeling & Data Analysis | | | 41.85 | 48.88 | 9.25 |
| Communicating Reasoning | | | 30.67 | 58.15 | 11.18 |
| 2017-18 | 303 | 2543.3 | Mathematics | | |
| Concepts and Procedures | | | 58.95 | 25.50 | 15.56 |
| Problem Solving and Modeling & Data Analysis | | | 47.02 | 41.72 | 11.26 |
| Communicating Reasoning | | | 35.43 | 53.64 | 10.93 |

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Faculty will review the CAASPP ELA and Math claims and matrixes (satisfactory or far below satisfactory) and identify areas on which each department needs to modify and focus their curriculum. Long term planning will focus on class of 2022 and revise curriculum to address areas on matrix.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All faculty will participate in Professional Learning Communities in two main areas: 1) curriculum, instruction and assessment, and 2) WASC goals. Faculty will also be trained in Special Education strategies and laws, and promote literacy for all, especially the English Language Learners. Faculty will also participate in PLC learning teams that address their computer technology level and practical applications of it. Teachers will have opportunities to participate in walk-through observations with designated cohorts throughout the school year.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development at South San Francisco High School has a very direct focus on Common Core State Standards. The emphasis for professional development is establishing adopted text materials embedded benchmark assessments for all courses, a backwards planning approach to curriculum development, the analysis of student work in Professional Learning Communities, the creation of common assessments, and identification of best practices. Professional development includes teacher collaboration time to align curriculum, develop instruction, and develop common assessments. Staff members have worked with District "TOSAs" specifically, in the subject areas of Mathematics and English Language for Newcomers. South San Francisco High School has also been working diligently on revising the RTI levels of interventions to help support students academically, socially, and behaviorally. Classroom walk-through observations occur throughout the semester and focus different areas of teaching. First round of walk-throughs include focusing on classroom management and classroom organization of instruction. The Walkthrough form was designed collaboratively with input from all members of Administrative Council.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

New and fairly new faculty members have mentors and BTSA support providers to assist and coaches specifically. Mentors are on site teachers who have the ability to meet more regularly with the new members and can be observed for feedback. Walk-through observations are led by administration with no more than four teachers participating at a time. Staff are given the opportunity to collaborate with mentors after school hours and allowed to turn in time cards.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

This year, there are 14 early release days embedded in the district wide calendar; three of those days are district PLC time. Teachers are able to collaborate intra and inter disciplinary with their colleagues which includes district collaboration and site collaboration. Additionally, teachers meet by department on a monthly basis. Their goal is to use the Professional Learning Community (PLC) model to improve practice based on data.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Alignment of curriculum, instruction and materials to the content and performance standards is ongoing at South San Francisco High School. All of our core subject textbooks are aligned with standards. All core subject area teachers are familiar with the standards and are involved in a comprehensive, school-wide effort to deliver a standards-based curriculum in all courses. Pacing guides linked with the state adopted text materials have been developed for all courses in the four core areas. Teachers collaborate to align curriculum, instruction, materials and assessments.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Teachers in departments have utilized staff development time to coordinate the delivery of a standards based curriculum with common assessments and pacing guides relevant to the state adopted text materials. The focus of our professional development for the past few years has been the implementation of standards based benchmark assessments to ensure that students are attaining the content standards. Pacing guides also help guide teachers by providing a map, connecting curricular materials with content standards.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers in departments have utilized staff development time to coordinate the delivery of a standards based curriculum with common assessments and pacing guides relevant to the state adopted text materials. The focus of our professional development for the past few years has been the implementation of standards based benchmark assessments to ensure that students are attaining the content standards. Pacing guides also help guide teachers by providing a map, connecting curricular materials with content standards. Intervention materials specifically for Algebra .5 A (Math) and English Language Arts utilizing supplemental materials provided by adopted text companies.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Academic services provided by categorical funds include the following:

WASC Coordinator hours (\$2160)
WASC Team Meetings (\$2000)
PLC Team Meetings (\$2400)
Collaboration (Algebra Team)(\$3000)
Collaboration (Sped/Gen ed) (\$6000)
Collaboration (Sped) (\$6000)
Collaboration (EL/ELA)(\$2500)
Collaboration (EL/with other depts)(\$6000)
Collaboration (Bio) (\$2500)
Collaboration (PBIS) (\$2500)
Professional Dev. (AP training and course development) (\$5,000)
Professional Dev/Collaboration. (LCAP related) (\$14,500)
Homework Center (\$17,300)
EL Tutoring (\$5000)
Link Crew (\$2200)
Sped Enrichment & intervention (\$1400)
Walk-throughs (\$5000)
AP Test Waivers (\$2000)
Intervention Parent Meetings (\$2500)
PSAT 11 Fee coverage (\$7500)
PSAT Prep course offering (\$1000)
PBIS Training (\$4000+)
Parent Outreach/ Information (\$1000)

14. Research-based educational practices to raise student achievement

Many of the faculty member have been trained in AVID. We currently have seven teachers teaching AVID courses. We have one AVID coordinator, one counselor, and one assistant principal who all support the AVID program. There are also nine teachers who currently teach Advanced Placement and Honors classes. Both AVID and AP training have been offered to all aforementioned.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school's daily after-school study hall and tutoring sessions, the South San Francisco Community Learning Center, tutoring at the local Boys' and Girls' Club, and computer availability at the public libraries are all examples of community and school resources available to students. The computer-based "School Messenger program" and the automated calls home also enables the school to better communicate services available to parents. South San Francisco High School offers 1) Hermanos/Hermanas afterschool program for students want to learn more about Latino-American culture and identity; 2) Kapitiran for students who want to learn more about the Filipino-American culture and identity; 3) Star Vista is available on site for students who need additional social and emotional support; and 4) a school safety advocate through Youth Service Bureau. The school English Language Advisory Committee(ELAC) has been utilized to share information about: curriculum, graduation requirements, and standardized testing performance. For parents, there are a number of parent group meetings and governance in which they can participate, as well events they are allowed to attend.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

N/A

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

EL Tutoring Center
EL Para-professional Professional Development and collaboration
EL Department members collaboration PLC

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Our current barriers that exist are the following: 1) Our current bell schedule which is a traditional 6- periods a day, for approximately 55 minutes each class which limits student course offerings and allowance to catch up or excel; 2) the lack of weekly teacher collaboration time to design, develop curriculum, instruction, and common assessments as well as lack of time to review data results of assessments; and 3) the lack of academic support for Special Education students with specific learning and behavior disabilities.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 325 | 328 | 314 | 307 | 311 | 292 | 302 | 310 | 291 | 94.5 | 94.8 | 93 |
| All Grades | 325 | 328 | 314 | 307 | 311 | 292 | 302 | 310 | 291 | 94.5 | 94.8 | 93 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 2610.3 | 2563.4 | 2572.9 | 25 | 17.42 | 19.93 | 39 | 29.35 | 31.96 | 24 | 24.19 | 20.96 | 12 | 29.03 | 27.15 |
| All Grades | N/A | N/A | N/A | 25 | 17.42 | 19.93 | 39 | 29.35 | 31.96 | 24 | 24.19 | 20.96 | 12 | 29.03 | 27.15 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 25 | 19.09 | 21.38 | 58 | 49.84 | 53.45 | 17 | 31.07 | 25.17 |
| All Grades | 25 | 19.09 | 21.38 | 58 | 49.84 | 53.45 | 17 | 31.07 | 25.17 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 39 | 28.80 | 26.99 | 49 | 39.81 | 42.56 | 13 | 31.39 | 30.45 |
| All Grades | 39 | 28.80 | 26.99 | 49 | 39.81 | 42.56 | 13 | 31.39 | 30.45 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 19 | 16.83 | 18.97 | 67 | 62.46 | 61.38 | 14 | 20.71 | 19.66 |
| All Grades | 19 | 16.83 | 18.97 | 67 | 62.46 | 61.38 | 14 | 20.71 | 19.66 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 37 | 29.13 | 30.69 | 53 | 42.72 | 44.14 | 10 | 28.16 | 25.17 |
| All Grades | 37 | 29.13 | 30.69 | 53 | 42.72 | 44.14 | 10 | 28.16 | 25.17 |

Conclusions based on this data:

1. In 2015-2016, CAASPP ELA data reveal that 36% of the 11th graders who took the test did not meet standards. In 2016-2017, CAASPP ELA data reveal that 53.2% of the 11th graders who took the test did not meet standards. In 2017-2018, CAASPP ELA data reveal that 48.11% of the 11th graders who took the test did not meet standards. This is a slight improvement of +5.09%.
2. Data also reveals that students' weakest area in ELA is in Reading. Many students (over 30%) are below standards in writing.
3. Other areas that appear to be weak are in reading, listening and research/inquiry.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 326 | 328 | 317 | 306 | 313 | 303 | 298 | 313 | 303 | 93.9 | 95.4 | 95.6 |
| All Grades | 326 | 328 | 317 | 306 | 313 | 303 | 298 | 313 | 303 | 93.9 | 95.4 | 95.6 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 2572.2 | 2548.6 | 2543.3 | 8 | 7.35 | 5.94 | 26 | 16.29 | 21.78 | 26 | 29.39 | 20.46 | 40 | 46.96 | 51.82 |
| All Grades | N/A | N/A | N/A | 8 | 7.35 | 5.94 | 26 | 16.29 | 21.78 | 26 | 29.39 | 20.46 | 40 | 46.96 | 51.82 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | |
| Grade 11 | 20 | 15.65 | 15.56 | 37 | 30.99 | 25.50 | 43 | 53.35 | 58.94 | |
| All Grades | 20 | 15.65 | 15.56 | 37 | 30.99 | 25.50 | 43 | 53.35 | 58.94 | |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 13 | 9.27 | 11.26 | 57 | 48.88 | 41.72 | 30 | 41.85 | 47.02 |
| All Grades | 13 | 9.27 | 11.26 | 57 | 48.88 | 41.72 | 30 | 41.85 | 47.02 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 17 | 11.18 | 10.93 | 58 | 58.15 | 53.64 | 25 | 30.67 | 35.43 |
| All Grades | 17 | 11.18 | 10.93 | 58 | 58.15 | 53.64 | 25 | 30.67 | 35.43 |

Conclusions based on this data:

- 2016-2017 CAASPP Math data reveal that 76.4% of the 11th graders who took the test did not meet standards. In 2017-2018, 72.28% of the 11th graders who took the test did not meet standards. There was a slight improvement of +4.12%.

2. Data also reveals that students' weakest area in Math is in Concepts and Procedures (in the past two years, 2016-2018) over 50% were below standards in Concepts and Procedures.
3. Data also reveals that students' are also weak in the Math Problem Solving and Modeling & Data Analysis.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2017-18 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1,388 | 49.9% | 14.9% | 0.3% |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2017-18 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 207 | 14.9% |
| Foster Youth | 4 | 0.3% |
| Homeless | 7 | 0.5% |
| Socioeconomically Disadvantaged | 692 | 49.9% |
| Students with Disabilities | 164 | 11.8% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 21 | 1.5% |
| American Indian | 4 | 0.3% |
| Asian | 128 | 9.2% |
| Filipino | 282 | 20.3% |
| Hispanic | 791 | 57.0% |
| Two or More Races | 62 | 4.5% |
| Pacific Islander | 35 | 2.5% |
| White | 65 | 4.7% |







Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|--|---|
| <p data-bbox="207 407 454 441">English Language Arts</p>  <p data-bbox="293 487 368 516">Yellow</p> | <p data-bbox="716 407 904 436">Graduation Rate</p>  <p data-bbox="786 487 828 516">Red</p> | <p data-bbox="1192 407 1380 436">Suspension Rate</p>  <p data-bbox="1245 487 1320 516">Yellow</p> |
| <p data-bbox="258 604 407 634">Mathematics</p>  <p data-bbox="293 684 368 714">Orange</p> | | |
| <p data-bbox="196 806 469 835">English Learner Progress</p>  <p data-bbox="212 886 453 915">No Performance Color</p> | | |
| <p data-bbox="248 1003 417 1033">College/Career</p>  <p data-bbox="305 1087 354 1117">Red</p> | | |

Conclusions based on this data:

- 1.

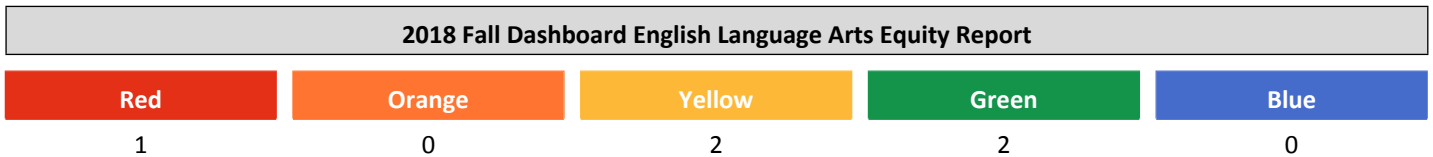
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p>  Yellow 7.5 points below standard Increased 11.2 points 280 students | <p>English Learners</p>  Red 110.9 points below standard Declined -20.2 points 48 students | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students | <p>Socioeconomically Disadvantaged</p>  Yellow 29.3 points below standard Increased 16.5 points 154 students | <p>Students with Disabilities</p>  No Performance Color 131.8 points below standard Increased 5 points 26 students |

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|--|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students |  No Performance Color 0 Students |  No Performance Color 42.9 points above standard Declined -28.3 points 28 students |  Green 38.7 points above standard Increased 9.3 points 33 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 33.4 points below standard Increased 15.2 points 155 students |  Green 35.4 points above standard Increased 11.9 points 43 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students |  No Performance Color 18.3 points below standard Maintained -1.9 points 11 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|---|
| 158.6 points below standard Maintained -2.6 points 27 students | 49.9 points below standard Maintained -2.8 points 21 students | 25.9 points above standard Increased 18.9 points 123 students |

Conclusions based on this data:

- 1.

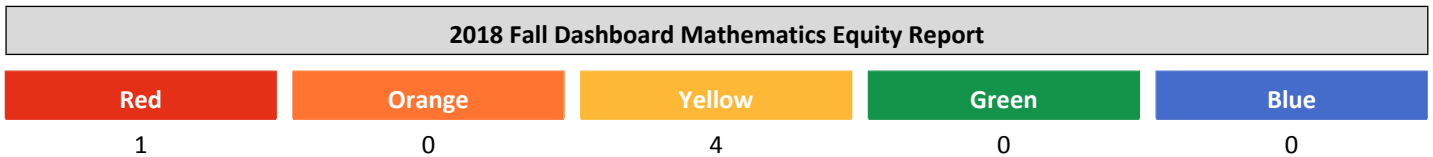
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|--|
| All Students | English Learners | Foster Youth |
| Orange 78.9 points below standard Maintained -0.2 points 292 students | Red 164.9 points below standard Declined -13.8 points 52 students | No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students | Yellow 91.3 points below standard Increased 6 points 163 students | No Performance Color 191.4 points below standard Maintained -2 points 29 students |

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students |  No Performance Color 0 Students |  No Performance Color 16.3 points above standard Declined -13 points 28 students |  Yellow 43.4 points below standard Maintained 1.9 points 33 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 108.9 points below standard Increased 4.6 points 166 students |  Yellow 37.5 points below standard Declined -18.9 points 43 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students |  No Performance Color 51.4 points below standard Increased 11 students |

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|--|
| 194.5 points below standard Increased 9.9 points 30 students | 125.3 points below standard Declined -10.4 points 22 students | 62.3 points below standard Declined -5.4 points 126 students |

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results | | | | |
|---|------------------------|------------------------------|----------------------------|-------------------------|
| Number of Students | Level 4 Well Developed | Level 3 Moderately Developed | Level 2 Somewhat Developed | Level 1 Beginning Stage |
| 177 | 23.2% | 21.5% | 25.4% | 29.9% |

Conclusions based on this data:

1.

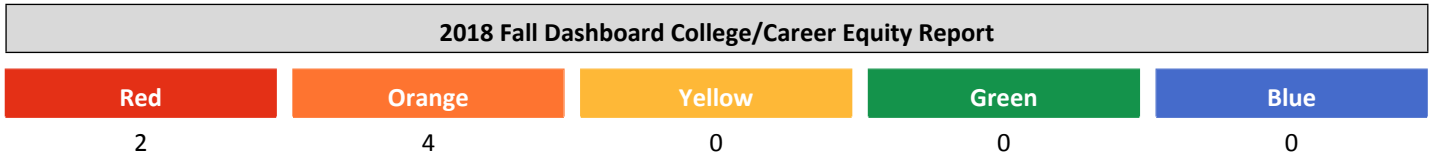
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2018 Fall Dashboard College/Career for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p>  Red 31.6% prepared Declined -11.4% 348 students | <p>English Learners</p>  Orange 6.2% prepared Increased 2.7% 81 students | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students | <p>Socioeconomically Disadvantaged</p>  Red 24.9% prepared Declined -15.2% 225 students | <p>Students with Disabilities</p>  Red 3% prepared Declined -2.7% 33 students |

2018 Fall Dashboard College/Career by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |  Orange 60% prepared Declined -11.9% 35 students |  Orange 50% prepared Declined -3.2% 68 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 22.8% prepared Declined -8.5% 189 students |  No Performance Color 33.3% prepared Declined -39.4% 15 students |  No Performance Color 6.7% prepared 15 students |  No Performance Color 30% prepared Increased 3.3% 20 students |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

| Class of 2016 | Class of 2017 | Class of 2018 |
|----------------------------|---------------------------|---------------------------|
| 42.2% Prepared | 43 Prepared | 31.6 Prepared |
| 19.1% Approaching Prepared | 16.2 Approaching Prepared | 19.8 Approaching Prepared |
| 38.6% Not Prepared | 40.8 Not Prepared | 48.6 Not Prepared |

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

| 2018 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| 3 | 3 | 0 | 0 | 0 |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p>  Red 78.4% graduated Declined -7.2% 348 students | <p>English Learners</p>  Red 59.3% graduated Declined -1.1% 81 students | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students | <p>Socioeconomically Disadvantaged</p>  Red 74.2% graduated Declined -9.2% 225 students | <p>Students with Disabilities</p>  Red 42.4% graduated Declined -11.9% 33 students |

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |  Orange 88.6% graduated Declined -5.2% 35 students |  Orange 89.7% graduated Declined -4% 68 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 74.1% graduated Declined -4.9% 189 students |  No Performance Color 86.7% graduated Declined -8.8% 15 students |  No Performance Color 60% graduated 15 students |  No Performance Color 75% graduated Declined -11.7% 20 students |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

| 2017 | 2018 |
|-----------------|-----------------|
| 85.7% graduated | 78.4% graduated |

Conclusions based on this data:

- 1.

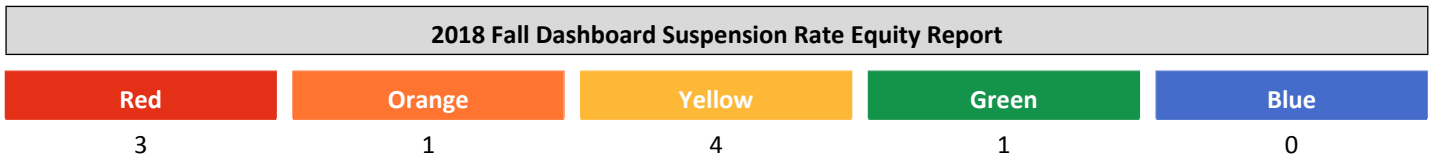
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2018 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p>  Yellow 15.3% suspended at least once Declined -2.8% 1456 students | <p>English Learners</p>  Yellow 17.2% suspended at least once Declined -10.7% 239 students | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 6 students |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 8 students | <p>Socioeconomically Disadvantaged</p>  Yellow 19% suspended at least once Declined -4.4% 807 students | <p>Students with Disabilities</p>  Red 33.7% suspended at least once Increased 3.1% 172 students |

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|--|--|
|  No Performance Color 21.7% suspended at least once Declined -23.7% 23 students |  No Performance Color Less than 11 Students - Data 4 students |  Orange 6% suspended at least once Increased 1.2% 133 students |  Green 5.2% suspended at least once Declined -5.2% 290 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 20% suspended at least once Declined -2.5% 837 students |  Yellow 7.9% suspended at least once Declined -4.4% 63 students |  Red 27.5% suspended at least once Increased 3.1% 40 students |  Red 16.7% suspended at least once Increased 3.8% 66 students |

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

| 2016 | 2017 | 2018 |
|-------------------------------|-------------------------------|-------------------------------|
| 15.2% suspended at least once | 18.1% suspended at least once | 15.3% suspended at least once |

Conclusions based on this data:

- 1.

Planned Improvements in Student Performance

School Goal #1

| |
|--|
| SUBJECT: SCHOOL CLIMATE/PARENT ENGAGEMENT |
| LEA/LCAP GOAL: |
| District LCAP Goal 3: Parent and Community Engagement/ School Climate The district will increase student, parent and community engagement and support programs that foster a stronger, more positive connection between school and home. |
| SCHOOL GOAL #1: |
| WASC Goal 1: School Climate and Morale - SSFHS will improve community engagement by cultivating pride and respect through school-wide programs, events and activities that help promote positive meaningful relationships among all stakeholders. All students will be educated in learning environments that are safe, bully-free, drug-free and conducive to learning or as evidenced by a decrease in bullying and a decrease in expulsion and suspension numbers at all schools. By Fall 2019, the California dashboard data will show increase in graduation rate for all students by 1% and a drop in suspension rate of .3- 3.0% for African American, Pacific Islanders, Filipino, Hispanics, Whites, and students with special needs, and Socioeconomically disadvantaged students. SSFHS will promote school climate and culture by focusing on positive behavior intervention systems (PBIS), school pride, and parent engagement. By the end of Spring 2019, 80% of the faculty and staff will have been trained by the Special Education Department on strategies working with students with challenging mental, emotional ,behavior issues or trauma. |
| Data Used to Form this Goal: |
| Suspension data, visibility of parents involved in school events and activities. California dashboard. SSFHS suspension data reveals that we need to address the suspension of African Americans, homeless, students with special needs, foster youth, and Pacific islanders. |
| Findings from the Analysis of this Data: |
| Overall, the total number of suspension decreased in the last three years (2014-2017), SSFHS has many suspensions related to fighting, drugs and alcohol, profanity, and defiance. The school climate and culture shows that students need social, mental, and emotional support to avoid making decisions to act on these offenses. Parents need to be included in the process of promoting positive student behavior and academic identity. |
| How the School will Evaluate the Progress of this Goal: |
| Suspension data, surveys, parent sign in sheets |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--|---|--|---|---|--------------------------------------|
| | | | Description | Type | Funding Source | Amount |
| <p>1A: INTERVENTION PARENT MANDATORY MEETINGS WITH STAFF</p> <p>Task: Parent outreach to provide resources in SSFHS's Response to Intervention (RtI2 Tier I/ Level I) and review child's academic and behavior support available.</p> <p>Measures: Attendance sheet of parents attending.</p> | <p>Start Date: 08/2018</p> <p>Completion Date: 06/30/2019</p> | <p>Administrative team, counselors, English Teachers, ELD teachers, Special Ed Teachers</p> | <p>LCAP 180</p> <p>Parent Outreach (Latino Parent Group)</p> <p>LCAP-180</p> <p>Mandatory Parent Intervention Night Fall 2017staff time</p> <p>LCAP -180</p> <p>Mandatory Parent Intervention Night Spring 2018 Staff time</p> | <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> | <p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p> | <p>500</p> <p>1,000</p> <p>1,000</p> |
| <p>1B: COUNSELING GROUP, FIELD TRIP, Fresh Lifelines for Youth (FLY) Program</p> <p>Task: Parent and Student outreach via grade conferences with counselors and attend counseling groups; enroll 20 at-risk students to the Fresh Lifelines for Youth (FLY) program, which a program to help students learn about the law and their rights as well as keep students out of the juvenile delinquency system; and support field trips to promote academic and social identity.</p> <p>Measures: Attendance of Hispanic students in Counseling groups</p> | <p>Start Date: 07/01/2018</p> <p>Completion Date: 06/30/2019</p> | <p>Counselors, Administration</p> | <p>LCAP -180</p> <p>Counseling group field trips</p> | <p>1000-1999: Certificated Personnel Salaries</p> | <p>LCAP At-Risk Student Support</p> | <p>200</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--|---|---|---|---|----------------------------------|
| | | | Description | Type | Funding Source | Amount |
| <p>1C: AP PARENT NIGHT OUTREACH</p> <p>Task: Provide information to all parents regarding Advanced Placement courses. Target students of diverse subgroups.</p> <p>Measures: Attendance sheet with parents attending. Increase the number of parent attendance by 3% from meeting Spring 2018. Increase in the number of students enrolled in AP courses from Spring 2018, as well as increase the number of AP course sections and course offerings.</p> | <p>Start Date: 07/01/2018</p> <p>Completion Date: 06/30/2019</p> | <p>Counselors Assistant Principal Principal Parents</p> | <p>LCAP-180 Advanced Placement Parent Outreach</p> | <p>1000-1999: Certificated Personnel Salaries</p> | <p>LCAP At-Risk Student Support</p> | <p>200</p> |
| <p>1D: PARENT ENGAGEMENT AND COMMUNITY OUTREACH</p> <p>Task: Parent engagement and community partnerships. Provide parent meetings to break down communication barriers and promote academic and social identity for parents and guardians. Translation may be needed at some parent meetings.</p> <p>Measures: Attendance sheet with the number of parents at various parent meeting groups such as Parent Education Series, Parent Project, Boosters, ELAC, and PTSA.</p> | <p>Start Date: 07/01/2018</p> <p>Completion Date: 06/30/2019</p> | <p>Administration Staff support Counselors</p> | <p>EL Support-123 parent engagement and community outreach</p> <p>EL Support -123 ELAC and translation (timecards)</p> <p>LCAP -180 8th grade showcase (time cards)</p> | <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> | <p>El Support</p> <p>El Support</p> <p>LCAP At-Risk Student Support</p> | <p>200</p> <p>250</p> <p>200</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--|---|--|---|---|-------------------------|
| | | | Description | Type | Funding Source | Amount |
| <p>1E: WASC - COORDINATOR HOURS AND WASC TEAM MEETINGS</p> <p>The WASC coordinator will coordinate schoolwide action teams that will focus on the school climate section of WASC goals.</p> | <p>Start date: 07/01/2018</p> <p>Completion date: 06-30-2019</p> | <p>WASC Coordinator Admin WASC Team</p> | <p>LCAP-180 WASC Coordinator</p> <p>LCAP-180 WASC Team Meetings</p> | <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> | <p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p> | <p>2160</p> <p>2000</p> |
| <p>1F: PARENT EDUCATION AND SUPPORT OUTREACH</p> <p>Task: Increase parent involvement by providing parent education. Various trainings and support opportunities will be created through PTSA, Site Council, ELAC, Latino Parent Group and other parent groups to support parental education. Focus topics will be surveyed and may include: DACA, A-G requirements, CAASPP, CCSS assessments, Outside services, CELDT/ELPAC, Community College visits and information night, and the overall structure of the SSFHS ELL program. Guest speakers will also be utilized to extend learning for parents.</p> <p>Measures: Attendance sign-in sheet from monthly meetings.</p> | <p>Start date 8-2018</p> <p>Completion date 5/31/19</p> | <p>Principal, Assistant Principals, Parent officers and volunteers (PTSA, Site council members, ELAC)</p> | <p>LCAP -180</p> <p>Parent outreach</p> <p>EL Support -123 Parent Outreach (EL population)</p> | <p>7000-7439: Other Outgo</p> <p>7000-7439: Other Outgo</p> | <p>LCAP At-Risk Student Support</p> <p>El Support</p> | <p>500</p> <p>250</p> |

Planned Improvements in Student Performance

School Goal #2

SUBJECT: LCAP 1: High Quality Programs ACADEMIC ACHIEVEMENT/INSTRUCTIONAL PROGRAM: ELA/ELD (INCLUDING INTERVENTIONS)

LEA/LCAP GOAL:

LCAP 1:

The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data. All students will reach high standards, at a minimum attaining Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in reading/language arts/literacy.

Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.

SCHOOL GOAL #2:

WASC Goal 3: Academic- South San Francisco High School will provide equitable and culturally relevant curriculum that will raise student proficiency as measured by their overall academic achievement on state assessments, California Dashboard results, interim assessment data and ELPAC and Reclassification data. In Fall 2017, the ELA CAASPP data revealed that 53.22 % of the students were below standards. In Fall 2018, the CAASPP assessment data for all significant subgroups made an improvement; 48.47% of the students were below standards - an improvement of 4.75% . Below are the percent of specific groups who did not meet standards (nearly met and did not meet):

Students with special needs: 76.92% were below standards.

Asians: 30% were below standards

Filipinos: 30% were below standards

Hispanics: 63.07 were below standards

Whites: 50% were below standards

Two or more races: 38.3% were below standards.

Students with special needs: 92.59% were below standards.

Asians: 28.27% were below standards

Filipinos:33.33% were below standards

Hispanics:56.88% were below standards

Whites: 36.36% were below standards

By Spring 2019, the California dashboard data on 2017-2018 EL graduation progress indicator will improve 1.7% from 59.3% to 61.0% . By Spring 2019, Graduation rate will increase 1.2% from 78.4 (2017-18) to 80.0%

Data Used to Form this Goal:

The data was collected after a close examination of CAASPP results. Specific attention was given to subgroups who were not proficient. The specific subgroups of focus are: Hispanic or Latino, Pacific Islanders, African American, Socio-economically Disadvantaged, English Language Learners, and Students with Disabilities.

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Findings from the Analysis of this Data:

SBAC ELA/Literacy test data collected from 2015 -18 tests reveal that students who are of Pacific Islander, Hispanic, Filipino, or African American decent are underperforming compared to students identified as White and Asian. Also, specific sub groups - Students with Disabilities, English Learners, and Economically Disadvantaged - are underperforming compared to all other groups at the school site.

How the School will Evaluate the Progress of this Goal:

District and site adopted Common Curricular Embedded Assessments and benchmark assessments will be given periodically throughout the year. Teachers will examine results utilizing the academic conferencing model. They will then create either a pre-teach or re-teach lesson plan to monitor and re-evaluate their instruction. EL teachers will be trained on the new ELPAC testing. EL Teachers will collaborate and analyze data as a PLC team.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---|------------------------------|---|--|------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| 2A. CURRICULUM DEVELOPMENT- PLC Team Meetings addition time | Start Date: 07/01/2018 Completion Date: 06/30/2019 | Administrative Team teachers | LCAP -180 Teacher meetings, materials, conferences | 1000-1999: Certificated Personnel Salaries | LCAP At-Risk Student Support | 2400 |
| 2B: CLASS WALKTHROUGH DURING PREP PERIODS Task: Admin conducts bi-monthly walk throughs with new and probationary teachers to visit classes to observe student engagement, classroom management, classroom organization, curriculum instruction, planning and assessments. Measures: teachers will participate in bimonthly walk throughs which include observing best practices, filling out walk through forms, reflecting and debriefing. | Start Date: 07/01/2018 Completion Date: 06/30/2019 | Administration Teachers | LCAP -180 walk through | 1000-1999: Certificated Personnel Salaries | LCAP At-Risk Student Support | 2,000 |

Planned Improvements in Student Performance

School Goal #3

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| SUBJECT: LCAP 1: UNDUPLICATED STUDENT ACHIEVEMENT -EL Students |
| LEA/LCAP GOAL: |
| LCAP Goal 1: Academic Achievement for EL Student population All students will reach high standards, at a minimum attaining proficiency or better in ELD by showing growth towards proficiency on the ELPAC and an increase in the number of ELs being reclassified. |
| SCHOOL GOAL #3: |
| WASC GOAL 3: INSTRUCTIONAL PROGRAM: EFFORTS REGARDING IMPROVING THE PERFORMANCE OF ELLS-CENTRALIZED SERVICES Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments. Based on the California dashboard, there is much going on to address the needs of our English learners. At SSFHS, we offer a newcomer program for students in the country 12 months or less. We offer EL classes across the curriculum including ELA, Science (Biology and Earth Science), Social Sciences, and Math. We have designated LCAP funds to 1) provide targeted support to fund the afterschool EL tutoring center which runs Mondays-Thursdays; 2) provide a paraprofessional support in the EL classes. We have a new ELD Department chair who is organizing ELA ELD collaboration time to develop benchmarks. Our professional development for staff focuses on the new ELD standards aligned to CCSS, Designated and Integrated ELD, effective ELD strategies and to support students in the new ELPAC (new version of CELDT) task types. Goal Statement: SSFHS's 2018 CAASPP data revealed that 77.8% of the EL students have not met the English standards. By Fall 2018, 2% the EL students will improve and their performance from "77.8% to 62.24% or fewer" will "not have met the standards". SSFHS's 2017 CAASPP data revealed that 94.59% of the EL Learners did not meet the CAASPP math standards. 2018 data revealed that 88.28% did not meet standards. This % has increased but the data is not disaggregated to identify which group (RFEP, EL with 12 months in the U.S., EL with less than 12 months in the US, or every EL). By Fall 2019, the EL students will improve their performance from 88.28% "not meeting the standards" to 86% are "not meeting the standards". |
| Data Used to Form this Goal: |
| Curriculum Embedded Assessments, Benchmark Exams, Grades, Student Schedules |
| Findings from the Analysis of this Data: |
| Our goal is to increase the the Math and English proficiency level of ELL learners on site, district and state measures. |
| How the School will Evaluate the Progress of this Goal: |
| CAASPP scores, proficiency rates, Curriculum Embedded assessment, Student Schedules, Teachers attending staff development |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--|--|---|---|-------------------|--------------|
| | | | Description | Type | Funding Source | Amount |
| <p>3A: EL/ELA TEACHER COLLABORATION</p> <p>Task: This year the tasks are 1) build Professional Learning Communities within the high school; and 2) to build intra-district Professional Learning Communities with academic departments to collaborate, share best practices, and align curriculum to improve teaching strategies for all student learning, specifically our EL population</p> | <p>Start Date: 07/01/2018</p> <p>Completion Date: 06/30/2019</p> | <p>Administrative team, Administrative Council, Entire SSFHS staff</p> | <p>EL Support-123 ELD/ELA collaboration (benchmarks)</p> | <p>1000-1999: Certificated Personnel Salaries</p> | <p>El Support</p> | <p>2500</p> |
| <p>3B: EL DEPARTMENT COLLABORATION EXCEPT ELA</p> <p>Task: ELD Department team consisting of classes across the curriculum (Science, social science, math,) with the exception of English because they are under a different action plan.</p> <p>Measures: EL Department will submit PLC agenda with minutes after meeting.</p> | <p>Start Date: 07/01/2018</p> <p>Completion Date: 06/30/2019</p> | <p>ELD Department Chair ED department members</p> | <p>EL SUPPORT-123 ELD department with exception of ELA</p> | <p>1000-1999: Certificated Personnel Salaries</p> | <p>El Support</p> | <p>6,000</p> |
| <p>3C: EL Tutoring Center</p> <p>Task: All EL students will have access to EL tutoring in core subject areas (Math, EL, Social Studies, and Science)</p> | <p>Start Date: 07/01/2018</p> <p>Completion Date: 06/30/2019</p> | <p>Principals, ELD teachers</p> | <p>EL SUPPORT-123 EL Para professional for ELs/ newcomers/ equipment</p> | <p>2000-2999: Classified Personnel Salaries</p> | <p>El Support</p> | <p>1000</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|---|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | EL SUPPORT -123 Translation and translated materials | 2000-2999: Classified Personnel Salaries | El Support | 500 |
| | | | EL SUPPORT -123 EL/ELA Department collaboration | 1000-1999: Certificated Personnel Salaries | El Support | 2,267 |
| | | | Site Allocation -123 EL Tutoring Center | 1000-1999: Certificated Personnel Salaries | El Support | 5,000 |

Planned Improvements in Student Performance

School Goal #4

SUBJECT: LCAP 1: ACADEMIC ACHIEVEMENT/ MATHEMATICS (Including Interventions)**LEA/LCAP GOAL:**

LCAP Goal 1:

The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data. All students will reach high standards, at a minimum attaining Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in mathematics. Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.

SCHOOL GOAL #4:

WASC GOAL 3: ACADEMIC. SSFHS will provide equitable and culturally relevant curriculum that will raise student proficiency as measured by their overall academic achievement on state assessments, California Dashboard results, interim assessment data, and ELPAC and reclassification data.

GOAL: INSTRUCTIONAL PROGRAM: MATHEMATICS (INCLUDING INTERVENTIONS)

Goal Statement:

By Fall 2019, all significant subgroups will make growth of 2% in Math on the CAASPP assessment as well as a 5% reduction in the Achievement Gap between the significant subgroups and White/Asian students. Each year 2017-2018, 2018- 2019, and 2019-2020 the percent of students meeting standards will continue to grow by 2%.

CAASPP 2017 math scores:

Asian: 46.66% did not meet standards

Filipino: 76.67% did not meet standards

Hispanics: 85.95% did not meet standards

White: 75.00% did not meet standards

CAASPP 2018 math scores:

Asian: 35.71% did not meet standards

Filipino 54.28% did not meet standards

Hispanic: 84.89% did not meet standards

White: 54.54% did not meet standards

Although each subgroup has improved in meeting standards, the group that did not make much improvement was the Hispanic group with over 80% not meeting standards. Unfortunately, there is no data on our Black or Pacific Islander subgroups since they are not statistically significant per CDE.

Data Used to Form this Goal:

The data was collected after a close examination of 2016-17, 2017-2018 CAASPP results. Specific attention was given to subgroups who were not proficient. The specific

subgroups of focus are: Asians, Whites, Hispanic or Latino, and Filipinos. (African American, Pacific Islanders, and American Indians student population data is not statistically significant per CDE, there for no further data available on these subgroups).

Findings from the Analysis of this Data:

Based on the CAASPP 2016-2018 data, there are major gaps in math that need to be addressed in order to close the achievement gap.

How the School will Evaluate the Progress of this Goal:

District and site adopted Common Curricula Embedded Assessments and benchmarks will be given periodically throughout the year. Teachers will examine results utilizing the academic conferencing model. They will then create either a pre-teach or reteach lesson plan to monitor and re-evaluate their instruction. Teachers will use PLC and teach collaboration time to analyze data.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--|---|--|---|-------------------------------------|-------------|
| | | | Description | Type | Funding Source | Amount |
| <p>4A: COLLABORATION: ALGEBRA I and GEOMETRY TEAM</p> <p>Task: Ten algebra math teachers will work collaboratively monthly to develop and align Algebra I and Geometry.</p> <p>Measures: This year, measures used will be the analysis and evaluation of grade distributions in the Algebra I</p> | <p>Start Date: 07/01/2018</p> <p>Completion Date: 06/30/2019</p> | <p>Administrative Team, Administrative Council, Math Teachers</p> | <p>LCAP 180</p> <p>Teacher training, sub coverage, materials and collaboration</p> | <p>1000-1999: Certificated Personnel Salaries</p> | <p>LCAP At-Risk Student Support</p> | <p>3150</p> |

Planned Improvements in Student Performance

School Goal #5

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| SUBJECT: WASC- School Climate |
| LEA/LCAP GOAL: |
| LEA Goal: All students will be educated in learning environments that are safe, bully-free, drug-free and conducive to learning or as evidenced by a decrease in increases in bullying and a decrease in expulsion and suspension numbers at all schools. |
| LCAP Goal: School Climate/Parent Engagement - All sites will promote positive learning environments for their school communities that will include a system of justice and fairness for all. |
| SCHOOL GOAL #5: |
| WASC GOAL 1: School Climate and Morale - SSFHS will improve community engagement by cultivating pride and respect through school-wide programs, events, and activities that help promote positive and meaningful relationship among all stakeholders. |
| ENVIRONMENTS CONDUCIVE TO LEARNING AND PREVENTION OF AT RISK BEHAVIORS |
| Goal Statement: By Spring 2019, SSFHS will reduce the number of student behavior/consequences by 5% by also including a counseling component, mediation, and self-care such as CALM/ anger management/ life skills/drug intervention awareness. Data addressing positive school culture, reducing bullying, encouraging student respect and responsibility, and promoting multi-cultural identity and awareness. By Fall 2019, data will reveal that the number of suspensions will have declined by 1% for targeted groups. |
| Data Used to Form this Goal: |
| Suspension/Detention Analysis California Dashboard suspension data |
| Findings from the Analysis of this Data: |
| The data revealed that there was an issue with bullying and lack of respect on campus which were concerns of students, staff and parents. In addition, there was a gap in disciplinary rates between students of color and the average of the entire high school. Suspension rates also are disproportionately significant among students of color, specifically African American and Latino students. |
| How the School will Evaluate the Progress of this Goal: |
| Monthly suspension reports provided by District Site reports regarding discipline via Infinite Campus |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--|---|--|--|-------------------------------------|--------------|
| | | | Description | Type | Funding Source | Amount |
| <p>5A: SCHOOL-WIDE CLIMATE AND CULTURE EVENTS</p> <p>Action: Explore opportunities to equitably showcase student performance, athletics, clubs, and activities. (Wasc Goal 1, Action 3). Use student council (ICC) to generate interest to student schedule/create more events hosted by the clubs on campus,; revise school festival Day on the Green, to feature the clubs, activities, and programs on campus. (WASC Goal 3)</p> <p>Task: Establish a student committee to take leadership in designing assemblies to showcase (i.e. band, color guard, dance). Provide funding for Speakers, Day of Silence, Ally Week, Rallies, Club Events, field trips, Mock Trial, History Day trips, student government leadership opportunities and faculty training</p> <p>Measures: Increase in number of events</p> | <p>Start Date: 07/01/2018</p> <p>Completion Date: 06/30/2019</p> | <p>Administration, certificated and classified staff, Site council, ASB and student club advisors</p> | <p>LCAP180</p> <p>guest speakers, activities, presentations, conferences</p> | <p>5800: Professional/Consulting Services And Operating Expenditures</p> | <p>LCAP At-Risk Student Support</p> | <p>2000</p> |
| | | | <p>LCAP 180</p> <p>Mock Trial</p> | <p>5000-5999: Services And Other Operating Expenditures</p> | <p>LCAP At-Risk Student Support</p> | <p>500</p> |
| | | | <p>LCAP 180</p> <p>National History Day</p> | <p>5000-5999: Services And Other Operating Expenditures</p> | <p>LCAP At-Risk Student Support</p> | <p>1,500</p> |
| | | | <p>LCAP 180</p> <p>Sojourn to the Past support</p> | <p>5000-5999: Services And Other Operating Expenditures</p> | <p>LCAP At-Risk Student Support</p> | <p>1,000</p> |
| | | | <p>LCAP 180</p> <p>ASB Student Leadership training and membership</p> | <p>5000-5999: Services And Other Operating Expenditures</p> | <p>LCAP At-Risk Student Support</p> | <p>1,000</p> |
| | | | <p>LCAP 180</p> <p>Robotics support</p> | <p>4000-4999: Books And Supplies</p> | <p>LCAP At-Risk Student Support</p> | <p>500</p> |
| <p>5B: PROFESSIONAL DEVELOPMENT TRAINING OF ASB DIRECTOR TO EXPLORE OPPORTUNITIES TO EQUITABLY SHOWCASE STUDENT PERFORMANCE, ATHLETICS, CLUBS AND ACTIVITIES (WASC Goal 1, action 3)</p> <p>Task: Send ASB Director to CADA</p> | <p>Start Date: 07/01/2018</p> <p>Completion Date: 06/30/2019</p> | <p>ASB Director</p> | <p>LCAP 180</p> <p>CADA conference, professional development, school visits & observations</p> | <p>5000-5999: Services And Other Operating Expenditures</p> | <p>LCAP At-Risk Student Support</p> | <p>3,000</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--|---|---|--|------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>conference.</p> <p>Measures: Conference attendance. Increase opportunities to showcase student cultural heritage by revisiting multicultural week events and planning through ASB and school clubs.</p> | | | | | | |
| <p>5C: CAMPUS SECURITY in a.m.(7:30 a.m.) Provide a safer and secured campus in the morning.</p> | <p>Start Date: 07/01/2018</p> <p>Completion Date: 06/30/2019</p> | Campus Security | LCAP 180 Campus security | 2000-2999: Classified Personnel Salaries | LCAP At-Risk Student Support | 8000 |
| <p>5D: LINK CREW PROGRAM (WASC Goal, Action 4)</p> <p>Task: Support incoming 9th graders during their first year of transitioning to SSFHS by promoting positive school culture, academic and social identity.</p> <p>Measures: 9th graders will have events specific to their grade level to promote and encourage positive friendships. Attendance of 9th graders at school events as well as reviewing their academic performance on a quarterly basis.</p> | <p>Start Date: 07/01/2018</p> <p>Completion Date: 06/30/2019</p> | Link Crew advisor Teachers Counselors Administration | LCAP 180 Link Crew- 9th grade academic and social identity | 7000-7439: Other Outgo | LCAP At-Risk Student Support | 2,200 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--|---|--|--|---|--------------------------|
| | | | Description | Type | Funding Source | Amount |
| <p>5E: SCHOOL CULTURE (PBIS) (WASC Goal 1, Action 4)</p> <p>Task: Improve student/staff respect through common events, competitions and discussions. Develop Tier I PBIS and pilot. PBIS Team consisting of administration, teachers, and counselors to promote positive school climate and culture.</p> <p>Measures: Campus will explore PBIS. PBIS team will attend training from SMCOE and develop a plan to implement PBIS Tier I to pilot. Measure will show growth in reduced number of suspensions related to student disruption and defiance due to student/staff mutual respect.</p> | <p>Start Date: 07/01/2018</p> <p>Completion Date: 06/30/2019</p> | <p>Assistant Principal Teachers Counselors</p> | <p>LCAP 180</p> <p>Exploration of Renaissance and PBIS (substitute coverage, school visits)</p> <p>LCAP 180</p> <p>Collaboration PBIS team (time card)</p> | <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> | <p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p> | <p>4,000</p> <p>2500</p> |
| <p>5F: COLLEGE AND CAREER AND COMMUNITY RELATIONSHIPS</p> <p>Evaluate current community organization/school relationships and explore needs for students and staff teams. (WASC Goal 1, Action 5)</p> <p>Task: Needs assessment for community outreach for student via survey. Increase modes of participation of University and College and career presentation events at our site. Improve Career Day by offering it to 11-12th grade students and provide them the opportunity to listen to two</p> | <p>Start Date: 07/01/2018</p> <p>Completion Date: 06/30/2019</p> | <p>Admin Counselors Teachers Counselors Parents</p> | <p>Site Allocation 180 Career Day</p> | <p>5000-5999: Services And Other Operating Expenditures</p> | <p>LCAP At-Risk Student Support</p> | <p>500</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>different career choices on Feb 2019. Recruit speakers.</p> <p>Measures: Number of students signed up for specific career day speakers. Survey from students, faculty, staff. Post student evaluation of Career Day.</p> | | | | | | |

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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| SUBJECT: LCAP 1: ACADEMIC ACHIEVEMENT /SPECIAL EDUCATION |
| LEA/LCAP GOAL: |
| LEA Goal: All students will reach high standards and be provided with an array of rigorous learning experiences that will allow them to become well-rounded citizens. |
| LCAP Goal: Professional Development - Special Education training and professional development will support student proficiency on local, state, and/or national level assessments. |
| Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments. |
| SCHOOL GOAL #6: |
| GOAL: Instructional program: efforts regarding improving the performance of our Special Education population |
| Goal Statement: By Fall 2019, 1% of Special Education students will show growth by increasing proficiency of meeting standards in 1) English Language Arts from 3.85 % to 4.85%; and 2) Mathematics from 3.71% to 4.71% by as measured on the CAASPP 2018 respective scores. |
| Student with disability ELA 2017 scores report 96.15% have not met standards; ELA 2018 scores report Student with disability Math 2017 scores report 96.29% have not met standards. |
| Data Used to Form this Goal: |
| The data was collected after a close examination of the CAASPP 2017 and 2018 results specific to the Students with Disabilities subgroup. |
| Findings from the Analysis of this Data: |
| CAASPP data from 2017 reveals 3.85% of Students with Disabilities were at level 3 (met standards) in English Language Arts. CAASPP data from 2018 reveals that 3.7% were at level 3 and 3.7% exceeded standards. Hence a +7.4% improvement in ELA. Writing is the area where 74.4% were below standards. CAASPP data from 2017 reveals 3.7% of Students with Disabilities were at level 3 (met standards) in Mathematics. CAASPP data from 2018 revealed 3.23% were at level at level 3. Hence a decline in improvement of .47%. Concepts and procedures is the area where 96.77 % were below standards. |
| How the School will Evaluate the Progress of this Goal: |
| District and site adopted Common Curricular Embedded Assessments and benchmarks will be given periodically throughout the year. Teachers will examine results utilizing the academic conferencing model. They will then create either a pre-teach or re-teacher lesson plan to monitor and re-evaluate instruction. In addition, the co-teaching teams will |

collaborate quarterly to evaluate progress and to modify instructional program.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--|--|---|---|---------------------------|--------------|
| | | | Description | Type | Funding Source | Amount |
| <p>6A: SPECIAL ED/General Ed Teachers COLLABORATION TIME (WASC Goal 2, action 1)</p> <p>Task: Special Education department will have collaboration time throughout the year as needed to align curriculum, procedures, and processes. Special Education teachers have partnered to co-teach English, Algebra I, Geometry, Biology and Earth Science classes.</p> <p>Measures: Special education department will meet monthly as a PLC team and will develop systems and processes (IEP, communications, forms, etc.) to best serve the school and students. PLC planned at the beginning of the year with goals to accomplish by Spring 2019. Department will reevaluate their progress throughout the year. This will be shared throughout the year on Google drive.</p> | <p>Start Date: 07/01/2018</p> <p>Completion Date: 06/30/2019</p> | <p>Admin Special Ed department District Office personnel</p> | <p>Site Discretionary 070 Collaboration: Special Ed Department with their coteachers</p> | <p>1000-1999: Certificated Personnel Salaries</p> | <p>Site Discretionary</p> | <p>6,000</p> |
| <p>6B: SPECIAL ED ENRICHMENT (WASC Goal 2, action 1)</p> <p>Task: Special Education teachers will provide enrichment programs for their students which can include field trips, guest speakers, workshops specifically targeting this student population.</p> | <p>Start Date: 07/01/2018</p> <p>Completion Date: 06/30/2019</p> | <p>Special Ed Teachers Assistant Principals Principal</p> | <p>Site Discretionary 070 Enrichment and intervention for SpEd Students</p> | <p>1000-1999: Certificated Personnel Salaries</p> | <p>Site Discretionary</p> | <p>1,350</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|------------------------------|--|--|--------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Measures: Special Education teacher will survey the students before and after to determine students' improvement and understanding of enrichment/intervention program provided. | | | | | | |
| 6C: SPECIAL EDUCATION DEPARTMENT COLLABORATION AND RETREAT (WASC Goal 2, action 1) Special Education department planned at the beginning of the year with goals to accomplish by Spring 2019. Department chairs will reevaluate their progress throughout the year. This will be shared throughout the year on Google drive. | Start date 07-01/2018 Completion date 06-30-2019 | Special Education Department | Site Discretionary 070 Collaboration; Special Education Department | 1000-1999: Certificated Personnel Salaries | Site Discretionary | 6000 |

Planned Improvements in Student Performance

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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|---|
| SUBJECT: .LCAP Goal 2: Professional development |
| LEA/LCAP GOAL: |
| LEA Goal 2: All students will reach high standards and be provided with an array of rigorous learning experiences that will allow them to become well-rounded citizens. LCAP Goal 2: Professional Development - Professional Development will support student proficiency on local, state, and/or national level assessments |
| SCHOOL GOAL #7: |
| GOAL: PROFESSIONAL DEVELOPMENT, TRAINING, AND COLLABORATION Goal Statement: Faculty and staff will be trained in their profession in areas that will promote higher academic achievement of students, positive school climate, and a safe learning environment. |
| Data Used to Form this Goal: |
| CAASPP Scores Suspension and expulsion data attendance reports and sarb reports |
| Findings from the Analysis of this Data: |
| Faculty and staff need training in their area specifically related to developing positive relationships with students, improving academic grades and statewide test scores, as well as finding alternative to suspension to deescalate negative emotions and behaviors expressed by students. |
| How the School will Evaluate the Progress of this Goal: |
| Admin team will review suspension data, teachers will review student progress with their PLC and WASC Schoolwide Action Teams (SWAT), and support staff will help create a positive customer service to families. Surveys on school climate by WASC team. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|-----------------------|--|--|--------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| 7A: PROFESSIONAL DEVELOPMENT AND COLLABORATION TIME OF STAFF AND FACULTY (WASC 2, Action 3) | Start Date: 08/01/2018 Completion Date: | Faculty, Staff, Admin | Site discretionary 070 Biology Collaboration | 1000-1999: Certificated Personnel Salaries | Site Discretionary | 2500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--|--|---|--|--------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Task: Provide opportunities for faculty and staff to attend professional activity workshops, conferences, collaboration time to improve school climate and student academic identity. Collaboration time specifically for all teachers with the exception of Algebra 1 Team, Special Ed team, and ELD team</p> <p>Measures: Those who attend presentations and workshops will need to summarize and if possible, present at department or faculty/staff meetings or both.</p> | 06/30/2019 | | Site discretionary 070 Professional development and collaboration time | 1000-1999: Certificated Personnel Salaries | Site Discretionary | 14,500 |
| <p>7B: TRAINING AND DEVELOP AP COURSES - AP COMPUTER SCIENCE, AP CHEM, AP SPANISH, AP USH/Euro/World (WAC Goal 2, Action 2)</p> <p>Task: Continue to develop AP Computer Science, AP Spanish, AP Social Sciences, and AP Chemistry. Identify students who will enroll in programs.</p> <p>Measures: Number of students enrolled in AP class for 2019.</p> | <p>Start Date: 08/01/2018</p> <p>Completion Date: 06/30/2019</p> | <p>Math and Science Teachers CTE department Counselors Assistant Principals D.O.</p> | Site discretionary 070 teacher training and development of AP Chem | 5000-5999: Services And Other Operating Expenditures | Site Discretionary | 500 |
| | | | Site discretionary 070 teacher training and development of AP Spanish | 5000-5999: Services And Other Operating Expenditures | Site Discretionary | 1000 |
| | | | Site discretionary 070 Teacher training and development of AP Computer Science | 5000-5999: Services And Other Operating Expenditures | Site Discretionary | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|---|--|--------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | Site discretionary 070 Teacher training and development of AP Computer Science | 5000-5999: Services And Other Operating Expenditures | Site Discretionary | 500 |

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source | | |
|-------------------------------------|------------|------------------------------------|
| Funding Source | Allocation | Balance (Allocations-Expenditures) |
| Site Discretionary | 152,680.00 | 119,830.00 |
| Site Allocation | 3,556.00 | 3,556.00 |
| Site Allocation | 26,600.00 | 26,600.00 |
| Instructional Media | 1,278.00 | 1,278.00 |
| Site Allocation | 34,700.00 | 34,700.00 |
| El Support | 32,769.00 | 14,802.00 |
| LCAP At-Risk Student Support | 125,407.00 | 55,597.00 |
| Gift Fund | 39,190.98 | 39,190.98 |

| Total Expenditures by Funding Source | |
|--------------------------------------|--------------------|
| Funding Source | Total Expenditures |
| El Support | 17,967.00 |
| LCAP At-Risk Student Support | 69,810.00 |
| Site Discretionary | 32,850.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| 1000-1999: Certificated Personnel Salaries | 79,727.00 |
| 2000-2999: Classified Personnel Salaries | 11,950.00 |
| 4000-4999: Books And Supplies | 10,000.00 |
| 5000-5999: Services And Other Operating Expenditures | 10,000.00 |
| 5800: Professional/Consulting Services And Operating | 6,000.00 |
| 7000-7439: Other Outgo | 2,950.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|------------------------------|--------------------|
| 1000-1999: Certificated Personnel Salaries | El Support | 15,767.00 |
| 2000-2999: Classified Personnel Salaries | El Support | 1,950.00 |
| 7000-7439: Other Outgo | El Support | 250.00 |
| 1000-1999: Certificated Personnel Salaries | LCAP At-Risk Student Support | 33,610.00 |
| 2000-2999: Classified Personnel Salaries | LCAP At-Risk Student Support | 10,000.00 |
| 4000-4999: Books And Supplies | LCAP At-Risk Student Support | 10,000.00 |
| 5000-5999: Services And Other Operating | LCAP At-Risk Student Support | 7,500.00 |
| 5800: Professional/Consulting Services | LCAP At-Risk Student Support | 6,000.00 |
| 7000-7439: Other Outgo | LCAP At-Risk Student Support | 2,700.00 |
| 1000-1999: Certificated Personnel Salaries | Site Discretionary | 30,350.00 |
| 5000-5999: Services And Other Operating | Site Discretionary | 2,500.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 8,460.00 |
| Goal 2 | 4,400.00 |
| Goal 3 | 17,267.00 |
| Goal 4 | 3,150.00 |
| Goal 5 | 26,700.00 |
| Goal 6 | 13,350.00 |
| Goal 7 | 19,500.00 |
| Goal 8 | 27,800.00 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Dr. Cynthia Rapaido | X | | | | |
| Alex Johnson | | X | | | |
| Cherie Cohen | | X | | | |
| Sacha Dano | | X | | | |
| Chauntel Oseguera | | X | | | |
| Marco Ramirez | | | X | | |
| Jeanette Garcia | | | X | | |
| Olga Perez | | | | X | |
| Reem Nasrah | | | | X | |
| April Black | | | | X | |
| Malia Middler | | | | X | |
| Mario Tapia | | | | | X |
| Quinn Choy | | | | | X |
| Michael Locsin | | | | | X |
| Elmer Unisa | | | | | X |
| Paolo Sigova | | | | | X |
| Numbers of members of each category: | 1 | 4 | 2 | 4 | 5 |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.