



South San Francisco High School SELF-STUDY REPORT

400 B Street

South San Francisco, CA 94080

South San Francisco Unified School District

Fall 2018

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2017 Edition**

(Updated 5-22-18)

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South San Francisco High School Leadership Team

Dr. Cynthia Rapaido, Principal
Dr. Loraine Rossi de Campos, Assistant Principal, Counseling and Guidance
Mr. Al Mack, Assistant Principal, Attendance and Discipline
Dr. Olumuyiwa Idowu, Assistant Principal, Attendance and Discipline
Marcie Mitchell, WASC Self Study Coordinator Fall 2017
Chauntel Oseguera, WASC Self Study Coordinator Spring 2018
Alex Boese, Special Education Department Chair/Teacher
Alexandria Johnson, English and AVID Teacher
Rebecca Lee, Math Department Chair and Computer Science Teacher
Kally Ong, ELD Department Chair and Math Teacher

Organization: Vision and Purpose, Governance, Leadership, Staff, & Resources

Focus Group A-1

Christian Navarro Counselor
Dianna Ariani CTE Teacher/DO
Michael Pilacik ELA Teacher
Martin Wai Math Teacher
Kyle Killeen Social Studies
Donna Riguerro SPED Teacher
Cynthia Rapaido Principal
Maria Contreras Staff: Attendance
Pat Cammock SPED Paraprofessional
Alexa Padilla SPED Paraprofessional
Afsha Khan SPED Paraprofessional

Focus Group A-2

Paul Petterson CTE Teacher
Mary Geiser World Language Teacher
Frank Moro PE Teacher/Athletic Director
Tom Blochberger Science Teacher
Bryan Seelbach Social Studies Teacher
Meghan Tucker SPED Teacher
Cynthia Rapaido Principal
Colleen Rudd Staff: Main Office
Stella Marcic Staff: Main Office
Jenny Martinez Staff: Counseling
Lisa Tucker Staff: Registrar

Standards-based Student Learning: Curriculum

Focus Group B

Dan Talbert Performing Arts Teacher
Kelly Hoover Art Teacher
Marion Shine Counselor
Rebecca Lee CTE/Math Teacher
Chauntel Oseguera ELA/Edgenuity Online Credit Recovery Teacher
Sacha Dano ELA Teacher
Vivian Eshun-Wilson ELA Teacher
Julianne Franceschi World Language Teacher
Anna Hochhalter Math Teacher
Tim Hockenos Science Teacher
Carney Skold Science Teacher
Jason Capitan Social Studies Teacher
Jonathan Berg SPED Teacher
Alex Boese SPED Teacher
Al Mack Assistant Principal
Ayrnn Bautista Staff: Attendance
Leon Wilborn Staff: Library Technician
Hung Suen Lead Custodian

Standards-based Student Learning: Instruction

Focus Group C

Chris Lawson Art Teacher
Aristel de la Cruz ELA Teacher
Josh Barlas ELA Teacher
Kristin Bradley World Language Teacher
Kally Ong Math Teacher
Edward Shelton Math Teacher
Christine Forsell PE Teacher
Jeanine Porzio Science Teacher
Greg Trautman Science Teacher
Rhonda Clements Social Studies Teacher
Kim Chin Social Studies Teacher
Marissa Whittier Social Studies Student Teacher
Karen Nyquist SPED Teacher

Thomas Robinson SPED Teacher
Ayo Idowu, Assistant Principal
Gisela Jara Paraprofessional
Jacqueline Polonski Paraprofessional
Sara Lima ELD Paraprofessional

Standards-based Student Learning: Assessment & Accountability

Focus Group D

Bettyann Motylewski Performing Arts Teacher
Aaron Boyd CTE Teacher
Kim Moss ELA Teacher
Jaime Prado World Language Teacher
Jadie Sun Math Teacher
Viragni Chand Math Teacher
Matt Schaukowitch PE Teacher
Linda Hambrick Science Teacher
Stephen Gruman Science Teacher
Patrick Kelly Social Studies Teacher
Nick Beltramo SPED Teacher
Moises Ruiz Staff: Facilities

School Culture and Support for Student Personal and Academic Growth

Focus Group E

Martin Cruz Art/Performing. Arts Teacher
Jeanne George Counselor
Daniel Flores Counselor
Jackie Belli Staff: Career Center
Dave Hill CTE Teacher
Leslie Marder ELA Teacher
Daphne McCann ELA Teacher
Alex Johnson ELA Teacher
Megumi Muro World Language Teacher
Ester Song Math Teacher
Robin Hellyer Math Teacher
Noelle Nelson PE Teacher/Activities
Loraine Rossi de Campos Assistant Principal

Cherie Cohen Science Teacher
Rocky Ng Science Teacher
Steve Rotman Social Studies Teacher
Gustavo Lopez Social Studies Teacher
Joseph Sheppard SPED Teacher
Alia Rozsa School Psychologist
Jessica Kleiner SLP
Gloria M. Vela SPED Paraprofessional
Carol Blank SPED Paraprofessional
James Dresser SPED Paraprofessional
Ed Zhang Staff: Custodian
Matt Cayabyab Staff: In-School Suspension
Lashay Wright Staff: Campus Security

Preface

While this Self-Study process has been extremely challenging for our community due to time constraints, we have come together for meaningful conversation and analysis of our many successes and continued areas of critical need.

Staff development time during the Fall Semester 2017-18 was dedicated to Focus Group self-study activities. Teachers and staff self-selected their Category A-E groups and prompts were addressed in the time allotted. The decision was made to split Category A into two groups so that one group focused on sections 1-3, and another on sections 4-6.

Groups C and D developed surveys for teachers to gather more information about Instruction and Assessment. Findings from these surveys are included in their respective reports.

Category E was shared with parents and students at the Site Council meeting in January 2018, and parent, student and staff surveys were reviewed by Site Council and student groups.

A WASC Action Plan Team, consisting of five teachers, administration, and the WASC Coordinator, reviewed the entire document, collected data, and disaggregated data to develop WASC goals for 2018-2024. In March 2018, a faculty and staff meeting was held to request input for the goals and action plans which were later compiled to what are found in Chapter 5's Action Plans.

CHAPTER I

PROGRESS REPORT

Our last self-study was done in 2012 with a new principal and administration. The school year 2014-2015 started off with another new principal and administration team. Our Mid-cycle Progress report was submitted Spring 2015 with a one day visit, and a request for a one year progress report. That report was completed and submitted June 1, 2016.

The following discussion of Areas of Improvement and Progress refers to the table dated June 1 2016: “WASC Report - Alignment of Goals.” These areas are a combination of the Goals of the Action Plan and the “Recommendations” from our one day visit with Mr. Mitchell Carter and Ms. Grace Kim on March 23, 2015.

Update on 2016 Areas of Improvement

Shared Collaboration Time:

- These action steps have been completed and sustained since 2016. There are no further bell schedule issues regarding collaboration time, and collaboration time continues to be a standard part of the school calendar.
- Our school site and district are exploring alternative schedules to help support additional collaboration time.

Schedule:

- Discussions of block schedule continue with our sister school, El Camino High School, and has been taken to the district as both high school schedules would need to be the same.
- Faculty has been given another presentation on bell schedules to include block days as we have had significant staff changes over the past two years and preferences for a schedule were solicited in February 2018.
- A new presentation will be made by a block schedule committee leader on the progress made in adopting a new schedule and the next steps that the faculty and staff may expect in the process.

Classroom Procedures and Behavioral Expectations:

- Bullying and Climate and Culture committees have not been sustained since 2016. The Tardy Committee produced a policy that was presented to the Administrative Council in June 2017 and has been adopted school wide.
- PBIS has not been sustained since 2016.
- The Referral Policy has been revised and discussed at faculty/collaboration meetings. The referral process went from paper to the Infinite Campus process, and training and review has happened and is no longer an issue.
- The Student Handbook has been revised and is a living document, updated annually, since 2017, with appropriate administrative regulations and board policies.
- The work of Dr. Mary Bacon has not been revisited or discussed at SSFHS since her presentation to the entire district at the beginning of school, Fall of 2016.

Consistent Enforcement of Behavior Standards:

- Behavior standards are an ongoing issue - a general lack of consistency in student discipline and support of teachers regarding behavior in the classroom.
- Individual behavior trackers have been used with “high alert” Special Education students to monitor individual behaviors throughout the day allowing for a dialogue between teacher and student in order to modify unwanted behaviors.
- Special Education case managers schedule meetings with campus security/support staff/school IEP team members to review “high-alert” students and their behavior plans, strategies, and accommodations.

Staff Development With Special Focus on Students with Disabilities and English Learners:

- Some progress has been made in this area, although changes in paraprofessional staff and unfilled positions make this an ongoing issue that is reflected in our Action Plan and SPSA.
- In the 2017-18 school year, the Special Education Department conducted an Internal Needs Assessment. The results have allowed for a series of tailored staff development sessions, specific to department needs. Some sessions have been conducted and/or arranged for the 2017-18 school year and some sessions will span the 2018-19 school year.
- In August 2017, the Special Education department held a 2-day “retreat” before the school year started to review expectations, to finalize student scheduling, and to collaborate about best practices and new caseloads.
- In the 2017-18 school year, the ELD Department was retrained in the 2012 ELL standards and the new state exam, ELPAC. As a result of this training, the department designed a tailored series of staff development sessions. Some sessions have been conducted and/or arranged for the 2017-18 school year and some sessions will span the 2018-19 school year.

Respect for Differences - Cultural and Personal:

- Most of the programs listed in this item continue to be supported and are an integral part of SSFHS culture. As noted above, no further work with Dr. Bacon has been done, and nothing further has taken place regarding PBIS.
- SSFHS received a grant to provide three schoolwide performance assemblies addressing topics of empathy, respect, inclusiveness, and diversity. The assemblies were from 1) San Francisco Gay Men Chorus (RHYTHM) which focused on empathy, understanding, and respect; 2) AXIS dance company which served as a vehicle to educate students about the diversity of dance while creating a better understanding of the capabilities and achievements of people with varying physical abilities; 3) Youth Aware, featuring *Outspoken*, featured realistic young characters tackling a range of teen issues in fast paced scenes, paired with an interactive problem-solving post-play discussion, with the focus to help teens examine stereotypes, peer pressure, and identity issues and identify coping and allyship strategies that support respect for differences in their own school and community.

In-service/Professional Development for Effective Classroom Management:

- New teacher meetings, BTSA support, and classroom walkthroughs by staff during prep periods are embedded in school management.
- Best practices around Google Classroom, SchoolLoop and Chromebook management continue to be included in faculty meetings and collaboration time, as well as with individual teachers as need arises.

Increased Mental Health Resources:

- School Safety Advocate, part time counselor (Star Vista), Intervention counselor, peer leaders, and School Psychologist were presented to faculty (February 2018) and have continued to be on campus daily for student support.
- County Mental Health also provided information to the faculty (2016). Training is being made available for teachers and staff, timing to be determined.
- Staff were introduced to our mental health team and the process for evaluating students in crisis and resources that are available.
- Family and community outreach continues to be provided by current staff (paid additional time as funding allows). School counselors continue to serve as liaisons for specific groups.
- Staff has focused on specific student populations and has reached out to the community for specific intervention and information events on campus.

Access to Technology and Lab Equipment/materials:

- Additional chromebooks and carts were purchased Fall 2017 to provide technology access to students with Special Needs.
- Chromebook purchases have continued and the ELA adoption has provided 6 additional carts of chromebooks to support the online resources and activities of StudySync.
- Additionally, chromebooks were purchased for Algebra .5A and Algebra .5B courses.
- Twenty current chromebook carts are being used school-wide: 6 dedicated to ELA adoption, 11 distributed to courses/departments with sheltered EL courses or Algebra .5A/B, and 3 available for additional access.
- Desktop computers in 3 labs continue to function, but are more than 10 years old and a determination needs to be made regarding replacement or restructure of the space.
- The relationship with Genentech continues to support the Biotech curriculum which has expanded since the completion of the Science Garage building 2017. Our school and district continue to be recipients of Genentech generosity, and the relationship and its structures has grown and matured over time.

Open Access to AP/Honors Courses and Publicize Student Results:

- Open access continues to be an embedded part of counseling presentations, AP/Honors nights, and student scheduling nights. Revisions to the course selection catalog as well as the student handbook have further institutionalized open access.
- AP Chemistry and AP Biology are offered alternating every other year, and AP Physics started Fall 2017. AP Music Theory, AP Computer Science, AP European History and AP Modern World History have been added to the AP course offerings. AP Language and Composition and AP Literature and Composition continue to have 3 sections each, 2017-18.

ELD 4 Revised to be English 1CP With Support:

- This course was revised for 2015-16, is paired with a support lab, and now allows English Learners to earn A-G credit (2017-18).

Revise Program Planning Handbook:

- Handbook was revised for 2016-17 counseling, planning, and scheduling. Handbook continues to be used by both high schools in the district and is updated/reviewed annually. Courses have since been identified as a-g acceptable.

Increase Parent Involvement, Communication and Education:

- Parent involvement is a continuous challenge and all of the items listed are ongoing and continue to be a part of our WASC/SPSA goals.
- Additional parent groups have been formed, notably African American Parent Advisory committee.
- English Learner Advisory Committee (ELAC) also meets on monthly basis. Phone calls are made and flyers are sent home to invite parents to the meeting.

Expand RTI Dialog Agreements on Routines in All Classes:

- RTI discussion takes place at the beginning of the school year and best practices continue to be visible and are expected in walk throughs and evaluations.
- New teachers continue to have these discussions at new teacher meetings monthly.
- Walk through cohorts during prep periods are scheduled regularly.
- Classwide behavior intervention has been implemented in SPED classes that have been identified with behavior needs.

Increase Opportunity for Teacher Collaboration:

- 12 Early Release/Collaboration time days continue to be embedded in the calendar.
- Substitute availability continues to be an issue, but teachers are supported in attending workshops and staff development, and can propose work days for extended collaboration.

Increase Opportunity for Departmental and Cross-Curricular Collaboration:

- As above, cross curricular collaboration continues to be a challenge as staff and teaching assignments change. Unstated in these goals is the very real issue of relationships across curriculum areas, and the administrative willingness to encourage collegiality.

Develop Monitoring of EL Achievement, Program Effectiveness and Student Access to “a-g” and Honors via Sheltered Curriculum:

- Staff changes have delayed completion of this goal.
- CELDT testing has been replaced by ELPAC and testing was just completed with all eligible/required students, February 2018.
- EL Department collaboration is inter-departmental. The EL Department collaborates every other month and usually during lunch or after early release time.
- ELD students have access to A-G UC/CSU course offerings via sheltered ELD classes.
- There is no information or update on a monitoring system for program effectiveness or analysis of access.

Progress Report: Current Action Plan

2016-17 and 2017-18 SPSA reports are included in the appendices. As the State of California develops data from the CAASPP (ELA, Math, and Science) and also develops the California Dashboard, South San Francisco High School will continue to use these current data and survey results, as well as districtwide LCAP goals, to develop a Single Plan for Student Achievement.

The Principal aligned the school site goals with 1) the 3-Year WASC recommendations and critical areas of concern, 2) LCAP goals of the district, and 3) data from CAASPP and the California Dashboard to develop the Single Plan for Student Achievement. Site Council approved the Goals and Actions Plans for both years, but there has been no follow-up process to review the completion of goals from the previous year.

CHAPTER II

STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

Demographic Data

School and Community Description

The school's Mission Statement is as follows:

*"The Journey of the Warrior is one of personal, physical, and academic achievement.
The Spirit of the Warrior inspires respect for diversity and the dignity of all individuals.
The Mind of the Warrior thinks critically about the world it will inherit.
The Heart of the Warrior reaches for excellence in all that it does.
Therefore, the Mission of the Warrior is to continually use these gifts
to enrich their community and inspire others to do the same."*

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 Kindergarten-5th graders; the middle schools serve 6th-8th graders; and the high schools serves 9th-12th graders. These schools are located in the cities of Daly City, San Bruno, and South San Francisco.

South San Francisco High School (SSFHS), located in the city of South San Francisco, is a comprehensive public high school with an ethnically, culturally, and socioeconomically diverse population. 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, and Web Page Design. 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 eight sections of AVID - two sections per grade level 9-12. The AVID program at SSFHS was designated Highly Certified in 2017-2018. The courses are designed to assist students in meeting the rigorous requirements for acceptance to four-year universities.

There are many co-curricular and extra-curricular activities in which students can get involved. There are over 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 County of San Mateo Severe Special Education classes for students who are severely challenged.

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. There have been many discussions about revising the bell schedule to incorporate a block schedule; however, there has not been any changes to it yet.

Student Enrollment

As shown in Table 1 below, according to data retrieved from Ed-Data, the enrollment at SSFHS has steadily declined the past eight years. Eight years ago, the dominant race/ethnic group was Hispanic (48%), followed by Two or More Races (23.4%), Asian (11.3%), White (7.1%), Native Hawaiian/Pacific Islander (4%), Filipino (3.6%), Black (2.4%), and American Indian/Alaska Native (.2%) . As of Feb 5, 2018, the dominant race/ethnic groups have shifted to Hispanics (53%), Filipino (22%), Asian (11%), White (8%), Native Hawaiian/Pacific Islander (4.5%), Black/African American (2%), and American Indian/Alaska Native/not Hispanic.

South San Francisco High School's diverse student population reflects the number of multiple languages spoken at the site. Currently there are at least 25 different languages spoken by students. Spanish is the predominant native home language, followed by English, Filipino, Cantonese, and Arabic. Other languages spoken at SSFHS include Hindi, Vietnamese, Portuguese, Punjabi, Samoan, and Mandarin.

Table 1
Student Ethnic Demographics

Race/ Ethnicity	2010- 11	2011- 12	2012- 13	2013- 14	2014-15	2015- 16	2016- 17	2017-18 (2/5/18)
American Indian/ Alaska Native/ not Hispanic	3 (0.2%)	0	0	1	0	2	2 (1%)	(1%)
Asian	171 (11.3%)	164 (10.8%)	145 (10.1%)	130 (8.8%)	120 (8.6%)	118 (8.7%)	120 (8.8%)	(11%)
Black/ African American	37 (2.4%)	33 (2.2%)	25 (1.7%)	24 (1.6%)	23 (1.6%)	17 (1.2%)	21 (1.5%)	(2%)
Filipino	55 (3.6%)	64 (4.2%)	88 (6.1%)	113 (7.7%)	295 (21%)	272 (20%)	269 (19.7%)	(22%)
Hispanic	730 (48%)	740 (48.8%)	709 (49.2%)	762 (51.8%)	762 (54.3%)	774 (56.8%)	779 (57%)	(53%)
Native Hawaiian/ Pacific Islander	61 (4%)	54 (3.6%)	42 (2.9%)	45 (3.1%)	42 (3%)	42 (3.1%)	37 (2.7%)	(4.5%)
White	108 (7.1%)	100 (6.6%)	94 (6.5%)	92 (6.3%)	82 (5.8%)	60 (4.4%)	67 (4.9%)	(8%)
Two or More Races	355 (23.4%)	361 (23.8%)	339 (23.5%)	304 (20.7%)	79 (5.6%)	77 (5.6%)	71 (5.2%)	
None Reported	0	0	0	0	0	1 (0.1%)	0	
TOTAL	1520	1516	1442	1471	1403	1363	1366	1360

Socio-Economically Disadvantaged Students and English Language Learners

As shown in Table 2, according to the data obtained from CALPADS (California Longitudinal Pupil Achievement Data System), in the past eight years, the percent of socioeconomically disadvantaged students enrolled at South San Francisco High School has fluctuated with an average of socio-economically disadvantaged students of 48.88%. This is close to half of the student population is socioeconomically disadvantaged.

Table 2

Trend of Total Number and Percent of Socio-Economically Disadvantaged Students

School Year	Total # of Students	# of Socio-Economically Disadvantaged Students	% Socioeconomically Disadvantaged
2010-11	1516	619	40.83%
2011-12	1514	637	42.07%
2012-13	1441	714	49.55%
2013-14	1470	510	34.69%
2014-15	1402	615	43.87%
2015-16	1363	633	46.44%
2016-17	1366	598	43.78%
2017-18	1388	692	49.86%

As shown in Table 3, the number of students on Free and Reduced-Price Meals has fluctuated in the past seven years. The fluctuation in the data may reveal that there are fewer students who complete the application or qualify for Free and Reduced-Price Meals. Nevertheless, over the past seven years, the average percent of students on Free and Reduced-Price Meals is 40.4%.

Table 3

Free/Reduced-Price Meals

School Year	# of Students on Free/ Reduced Lunch	Total # of Students Enrolled	% of Students on Free/Reduced Lunch
2010-11	614	1520	40.4%
2011-12	632	1516	41.7%
2012-13	680	1442	47.2%
2013-14	458	1471	31.1%
2014-15	593	1403	42.3%
2015-16	589	1363	43.2%
2016-17	505	1366	37%

*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 4, 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 4

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	Students Redesignated Fluent-English Proficient (RFEP)
2011-12	1516	241	15.9%	541 (35.7%)	0
2012-13	1442	264	18.3%	515 (35.7%)	0
2013-14	1471	231	15.7%	587 (39.9%)	39
2014-15	1403	209	14.9%	594 (42.3%)	58
2015-16	1363	184	14%	618 (45.3%)	23
2016-17	1366	212	15.5%	610 (45.0%)	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 as seen in Table 1 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.

Faculty, Staff, Interns and Volunteers

Certificated and Classified Staff Members

South San Francisco High School certificated staff consists of 65 teachers (5 teachers are part time), three academic counselors, one intervention counselor; one librarian, three assistant principals and one principal. Additional certificated staff members housed on South San Francisco High School campus include: a school psychologist, a speech therapist, and district personnel such as Teachers on Special Assignments and Workability. SSFHS also houses outside resources such as a School Safety Advocate from Youth Service Bureau, and a counselor from Star Vista.

The classified staff consists of 12 paraprofessionals, 12 support staff, six custodians, three campus security, one in-school suspension supervisor, one after school girls locker room supervisor, and seven nutrition services staff members. Additionally, there are over 50 walk-on coaches.

Since the last full cycle WASC self-study and visit in 2011-2012, there has been a large number of teacher and staff turn-over. According to the 2011-2012 WASC Focus Groups that were organized for the WASC visit, the following number of faculty and staff remain:

- 0 of the 4 administrators (100% turnover)

- 27 of the 73 faculty members (63% turnover)

- 15 of the 38 classified staff (61% turnover)

Disaggregated data from 2010-2014, as seen in Table 5 below shows the ethnic demographics of the faculty and staff do not mirror the demographics of the student population of South San Francisco High School. South San Francisco Unified School District has provided Professional Development on cultural sensitivity and awareness to help develop positive student-staff relationships.

Table 5
Demographics of South San Francisco High School Certificated Staff

School Year	American Indian/ Alaska Native	Asian	Pacific Island	Black	Filipino	Latino	White	None reported	Multiple or no response	Total
2010-11	0	5	1	2	3	1	55	0	0	67
2011-12	0	5	1	2	3	1	52	2	0	66
2012-13	0	6	1	2	4	4	45	3	0	65
2013-14	0	4	1	3	6	2	44	3	0	63
2014-15	0	4	1	2	3	6	42	2	1	61
2015-17	Not Available									

Student Interns and TEALS Volunteers

South San Francisco High School has often been the training ground for many interns, student teachers, and volunteers who work in the classrooms with teachers. The School of Education teaching programs at San Francisco State University, Notre Dame de Namur, and University of Southern California often reach out to the school site for placement of their candidates. These interns receive support from master teachers and have become a part of the SSFHS community.

South San Francisco also has TEALS volunteers who are adults who come from the computer science corporate world and have been cleared to work with the students in the Computer Science classes. They report to the classroom to provide academic support to the teacher and students because they have the experience and knowledge of computer science because they work in the field.

Partnerships

Partnership with Genentech

South San Francisco Unified School District has a unique partnership with one of the local and well-known Biotechnology Industries, Genentech. At the high school level, Genentech 1) offers scholarships to the graduating seniors in the district; 2) provides biotechnology training to the biotechnology teachers in the district; 3) sponsors educational science field trips to sites such as Stanford Medical Center, California Academy of Science, Monterey Bay Aquarium, Exploratorium, Tech Museum, Chabot Space and Science, and Great America; and 4) provide chaperones for the field trips. Additionally, Genentech provides a full-day of Job Shadow Day experience for students; matches funds through their Donors Choose for teachers to purchase school supplies and equipment; donates technology equipment; and last but not least, built the Science Garage Biotechnology Building, which is located on the south side of campus.

Partnership with Skyline College

South San Francisco High School has a partnership with the local community college, Skyline College. The programs concurrently offered are 1) *Middle College*, which is designed for students who want a different setting and are ready for Community College experience and earn both high school and college credit; 2) *Hermanos/Hermanas Program*, which is designed to teach 10th, 11th, and 12th grade students about Latino/Latina culture and identity, as well as provide academic support and an opportunity for students to earn college credits; and 3) *Kapatiran*, which is designed to teach 16+ year old students about Filipino/Filipina culture and identity, as well as provide academic support and an opportunity for students to earn college credit. The classes are taught by instructors from Skyline College. Two of the South San Francisco High School faculty members teach the Hermanos/Hermanas Program.

Academics

As shown in Table 6, in order to graduate from South San Francisco High School, students must complete a minimum of 220 credits. Each semester class is equal to 5 credits, hence, a student enrolled in six classes can earn 30 credits per semester. Students are also able to catch up on credits by enrolling in the Edgenuity Credit Recovery Online Classes or taking night classes at the adult school. Students who are far behind and who are not able to graduate with their cohort are often referred to attend the continuation high school, Baden High School.

Table 6
SSFHS Graduation Requirements

Subject	Number of Credits Required to Graduate
English	40
Math	20
Science	20
Social Studies	30
Physical Education	20
Health	5
Fine Art/World Language	10
Elective Credits	75
TOTAL	220

Graduation Rate

Referring to Table 7, *Fall 2017 California Dashboard Graduation Rate Report*, there are two groups who had a high percent of graduation previously but have since declined. These groups are Filipinos, who declined -3.5% from 90.2%, and Hispanics who declined -1.5% from 90.8%. Students with Disabilities increased significantly, +6.9% to 83.3%; White increased +4.9% to 91.7%, and Asians increased significantly +5.2% to 100%. The English Learners increased significantly +6.7% to 87.1%; and Socioeconomically disadvantaged students maintained -0.5% to 83.3%.

As seen in Table 7, which are snapshots from *Fall 2017 California Dashboard report on Graduation Rates* for South San Francisco High School, out of 277 total students, there was a high graduation rate of 91.7%. However, compared to the graduation rate from the previous year, the graduation rate declined slightly (-1.7%).

English Learners had a medium graduation rate of 87.1% and when compared to the previous year increased significantly (+6.7%). The Socioeconomically Disadvantaged group had a high graduation rate of 91.2% and maintained the graduation rates with a minute decline (-0.5%).

White students had a high graduation rate of 91.7% and increased from the previous year (+4.9%). Asian students had a very high graduation rate of 100% and increased significantly from the previous year (+5.2%). Students who identified as Two or More races have a very high graduation rate of 100% and increased from the previous year (+3.2%).

The subgroups that South San Francisco High School needs to continue to monitor for academic success are Students with Disabilities, Filipino students, and Hispanic students. Although Students with Disabilities had a significant increase (+6.9%), the graduation rate, 83.3%, was low when compared to other subgroups. Filipino and Hispanic students had high graduation rates (90.2% and 90.8%, respectively); however, compared to previous year, the graduation rate declined -3.5% and -1.5% respectively.

Table 7
California Dashboard - Graduation Rates Fall 2017

Graduation Rates Report

South San Francisco High - San Mateo County

List of all schools in this district

Enrollment: 1,366 Socioeconomically Disadvantaged: 43.8% English Learners: 15.5% Foster Youth: 0.5%

Grade Span: 9-12 Charter School: No

Dashboard Release:

Fall 2017

Equity Report

Status and Change Report

Detailed Report

Student Group Report

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data). Select any of the underlined student groups for more detailed information.

View the [Five-by-Five Placement Report](#) for this Indicator.

▼ All

	Student Performance	Number of Students	Status	Change
All Students		277	High 91.7%	Declined -1.7%
English Learners		70	Medium 87.1%	Increased Significantly +6.7%
Foster Youth		2	*	*
Homeless		1	*	*
Socioeconomically Disadvantaged		170	High 91.2%	Maintained -0.5%
Students with Disabilities		30	Low 83.3%	Increased Significantly +6.9%
African American		5	*	*
American Indian		0	*	*
Asian		25	Very High 100%	Increased Significantly +5.2%
Filipino		61	High 90.2%	Declined -3.5%
Hispanic		153	High 90.8%	Declined -1.5%
Pacific Islander		6	*	*
Two or More Races		14	Very High 100%	Increased +3.2%
White		12	High 91.7%	Increased +4.9%

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Learners (EL) and Socioeconomically Disadvantaged (SED)

According to California Department of Education EdData, which was retrieved on February 3, 2018, Table 8 data:

“...displays the students classified as English learners or socioeconomically disadvantaged in a 4-year cohort who graduated in four years or less with either a traditional high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE). Students who pass the General Education Development (GED) test, complete requirements necessary to obtain a special education certificate of completion, or remain enrolled in the 9-12 instructional system without a high school diploma are not considered cohort graduates or dropouts. Rather, they are considered cohort non-graduate completers or students who are still enrolled. Thus, the cohort graduation rate and the cohort dropout rate will not always sum to 100%.

Drop out Rate (2015-16 and 16-17 data pending.) “... shows the students in a 4-year cohort who left the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and did not remain enrolled after the end of the 4th year. Students who pass the General Education Development (GED) test, complete requirements necessary to obtain a special education certificate of completion, or remain enrolled in the 9-12 instructional system without a high school diploma are not considered cohort graduates or dropouts. Rather, they are considered cohort non-graduate completers or students who are still enrolled. Thus, the cohort graduation rate and the cohort dropout rate will not always sum to 100%.”

According to the data in Table 8, South San Francisco High School’s graduation rate for the past six years has been above 91.6%. The number of English Language Learner 4-year Cohort Graduates has fluctuated between 77.3%-86.3%, a 9% range difference. The number of Socioeconomically Disadvantaged Student Cohort Graduates has fluctuated between 88.4% - 94.9%, a 6% range difference. The number of Dropouts has fluctuated between 2.3% - 6.6%, a 4% range difference. Overall, the specific groups - English Learners and Socioeconomically Disadvantaged Student Cohort - have maintained above average. As shown in Table 8, the graduation rate has ranged between 91.6% to 95% in the past six years. Disaggregating the data, the trends of English Learners and Socioeconomically Disadvantaged mimics each other - when English Learner population increases, so does the graduation population of the 4-year cohort of the SES and overall EL Cohort increase.

Table 8

Graduates: 4-Year Cohorts - English Language Learners, Socioeconomically Disadvantaged Students, and Dropouts

School Year	Number of Senior Graduates	Cohort Graduates EL	Cohort Graduates Socioeconomically Disadvantaged Students	Cohort Dropouts
2010-11	284 (91.6%)	55 (83.3%)	153 (88.4%)	Redacted 2.3%
2011-12	288 (95.7%)	44 (84.6%)	163 (94.2%)	Redacted 2.7%
2012-13	277 (93.0%)	41 (78.9%)	152 (91.0%)	12 4%
2013-14	323 (92.0%)	51 (77.3%)	185 (89.8%)	23 6.6%
2014-15	270 (95.4%)	44 (86.3%)	150 (94.9%)	Redacted 3.2%
2015-16	(91.7%)	Not available yet	Not available yet	Not available yet
2016-17	Not available yet			

California English Language Development Test (CELDT) Scores

In California, K-12 students whose home language is not English are required by law to be assessed in English language proficiency. The following data was retrieved from the California Department of Education Dataquest website:

<https://dq.cde.ca.gov/dataquest/CELDT/results.aspx?year=2016-2017&level=school&assessment=3&subgroup=1&entity=41-69070-0000-4137279>

South San Francisco High School English learners took the California English Language Development Test (CELDT) in Fall 2017. Table 9 uses data obtained from *California Dashboard on English Language* proficiency to analyze and compare these CELDT scores to the previous year. As seen in Table 9, South San Francisco High School English Learners were identified as low number of students passing CELDT (60%-67%) and when compared to the previous year, the CELDT scores *declined significantly* by greater than 10.0% making this.

Table 9
California English Language Development Test (CELDT) Scores

South San Francisco High (South San Francisco, CA)
South San Francisco Unified

English Learner Progress - Student Group Five-by-Five Placement

Select an Indicator: English Learner Progress Indicator Reporting Year: 2017 (Fall)

[Return to Search](#)
[View the Dashboard Report](#)
[View District Five-by-Five Placement](#)
[View Detailed Data](#)

LEVEL	Declined Significantly by greater than 10.0%	Declined by 1.5% to 10.0%	Maintained Declined or Increased by less than 1.5%	Increased by 1.5% to less than 10.0%	Increased Significantly by 10.0% or greater
Very High 85.0% or greater	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High 75.0% to less than 85.0%	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
Medium 67.0% to less than 75.0%	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low 60.0% to less than 67.0%	Red English Learners	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very Low less than 60.0%	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
1	1	0	0	0	0

Note: The English learner (EL) student group is the only group displayed in the English Learner Progress Indicator (ELPI). The ELPI does not disaggregate the EL student group by race, ethnicity, or program participation (e.g., Asian, Hispanic, Socioeconomically Disadvantaged, etc.).

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.

Table 10 is the *California Dashboard Graduation Student Group Five-by-Five Placement* which compares the year-to-year graduation rates of particular student groups. South San Francisco High School needs to monitor groups in the yellow zones: Filipinos and Hispanics (rates decreased slightly) and Students with Disabilities (rates increased significantly, but remains low). South San Francisco High School must continue to improve English Learners graduation rate which have increased significantly since the previous year but remain at a medium level.

Table 10

California Dashboard Graduation -Student Group Five-by-Five Placement

South San Francisco High (South San Francisco, CA)
South San Francisco Unified

[Return to Search](#)

[View the Dashboard Report](#)

Graduation - Student Group Five-by-Five Placement

[View District Five-by-Five Placement](#)

Select an Indicator: Graduation Indicator

Reporting Year: 2017 (Fall)

[View Detailed Data](#)

LEVEL	Declined Significantly by greater than 5.0%	Declined by 1.0% to 5.0%	Maintained Declined or increased by less than 1.0%	Increased by 1.0% to less than 5.0%	Increased Significantly by 5.0% or greater
Very High 95.0% or greater	Gray (N/A)	Blue (None)	Blue (None)	Blue (None)	Blue (None)
High 90.0% to less than 95.0%	Orange (None)	Yellow - All Students (School Placement) - Filipino - Hispanic	Green Socioeconomically Disadvantaged	Green (None)	Blue (None)
Medium 85.0% to less than 90.0%	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green English Learners
Low 67.0% to less than 85.0%	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow Students with Disabilities
Very Low less than 67.0%	Red (None)	Red (None)	Red (None)	Red (None)	Red (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
5	0	0	3	2	0

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.

College and Career Readiness

South San Francisco High School has a College and Career Readiness staff member who helps students with college information, financial aid applications, scholarships, and career opportunities. This staff member also arranges for representatives from vocational schools, 2-year colleges, and college and universities to come to SSFHS to provide information to students.

According to Table 11: *Fall 2017 California Dashboard's College/Career Report*, 42.2% of 277 students were identified as college/career ready. Of the 277 student population, 25 Asian students (64%) and 61 Filipino students (63.9%) were reported as having a high percentage of being college/career ready. Those who were reported as having a medium percent prepared for college/career were 12 White Students (50%) and 14 Two or More Races Students

(35.7%). 153 Hispanic students (31.4%) were reported as having a low percent prepared for college/career readiness.

Two groups, 70 English Learner students (14.3%) and 170 Socioeconomically Disadvantaged students (34.7%) had a low percent prepared for college and career. Lastly, 30 Students with Disabilities had a very low percent (6.7%) reported as college and career ready.

Table 11
California Dashboard's College/Career Report

College/Career Report

South San Francisco High - San Mateo County

List of all schools in this district

Enrollment: 1,366 Socioeconomically Disadvantaged: 43.8% English Learners: 15.5% Foster Youth: 0.5%

Grade Span: 9-12 Charter School: No

Dashboard Release:

Fall 2017

Equity Report

Status and Change Report

Detailed Report

Student Group Report

This report shows the status level for student groups on the College/Career Indicator. Select any of the underlined student groups for more detailed information. A color-coded performance level will be reported for the first time in the fall of 2018.

View the [Five-by-Five Placement Report](#) for this Indicator.

▼ All

	Student Performance	Number of Students	Status (Percent Prepared)	Change
<u>All Students</u>	N/A	277	Medium 42.2%	N/A
<u>English Learners</u>	N/A	70	Low 14.3%	N/A
<u>Foster Youth</u>	N/A	2	*	N/A
<u>Homeless</u>	N/A	1	*	N/A
<u>Socioeconomically Disadvantaged</u>	N/A	170	Low 34.7%	N/A
<u>Students with Disabilities</u>	N/A	30	Very Low 6.7%	N/A
<u>African American</u>	N/A	5	*	N/A
<u>American Indian</u>	N/A	0	*	N/A
<u>Asian</u>	N/A	25	High 64%	N/A
<u>Filipino</u>	N/A	61	High 63.9%	N/A
<u>Hispanic</u>	N/A	153	Low 31.4%	N/A
<u>Pacific Islander</u>	N/A	6	*	N/A
<u>Two or More Races</u>	N/A	14	Medium 35.7%	N/A
<u>White</u>	N/A	12	Medium 50%	N/A
Assessment Performance Results	Number of Students	Status	Change	
English Language Arts (Grade 11)	305	18.7 points below level 3	-46.4 points	
Mathematics (Grade 11)	307	78.7 points below level 3	-24.2 points	

Number of Students meeting UC and CSU Entrance Requirements

From 2010- 2015, the percent of graduating seniors who completed all the courses required for University of California (UC) and/or California State University (CSU) has fluctuated between 40.8%-48.1%. Unfortunately, there is no additional data beyond 2014-2015 yet.

Table 12 displays the percent of 12th-grade graduates who completed all of the courses required for University of California (UC) and/or California State University (CSU) entrance with a grade of "C" or better. (Note: As per and according to EdData, this data is based on the 1-year graduation counts, not the 4-year cohort data used for dropouts and graduates. It includes all students who graduated in a given year who met the UC/CSU course requirements, regardless of the number of years it took them to graduate.)

Table 12

Percent of 12th-Grade Graduates who completed all the courses required for University of California (UC) and/or California State University (CSU)

Year	Total
2010-11	40.8%
2011-12	48.1%
2012-13	42.7%
2013-14	44.9%
2014-15	48.0%
2015-16	N/A

California Scholarship Federation (CSF)

Every semester, students may qualify to be members of the California Scholarship Federation (CSF) if they meet the criteria based on academic points. Referring to Table 13, the number of student membership increased each grade year as students progressed from sophomore to senior year. Also, 12th grade students' membership peaked during Fall semester then declined second semester.

Table 13

California Scholarship Federation (CSF)

	10th		11th		12th	
	Fall	Spring	Fall	Spring	Fall	Spring
2012-13		25		36		27
2013-14	10	7	35	42	43	37
2014-15	20	20	29	34	39	33
2015-16	16	22	28	29	34	33
2016-17	19	20	30	34	36	31
2017-18	18	16	26	26	37	33

California Assessment of Student Performance and Progress (CAASPP) Data

Smarter Summative ELA/Literacy Grade 11 Test

Since the last WASC report, the California High School Exit Exam was no longer required. Additionally, the state academic testing program, *Standardized Testing and Reporting* (STAR) was replaced with the *California Assessment of Student Performance and Progress* (CAASPP). Each year students in 11th grade are tested in both English and Math. Last year, 2016-2017, 11th graders took the Science assessment (CAST). This year, 2017-2018, the same class, now seniors, will take the Science assessment.

Table 14 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.

Table 14
Smarter Summative ELA/Literacy Grade 11 Test

School Year	Number of Students	Avg. Scale Score	% in Each Achievement Level			
			% 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

Table 15 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 15

Average Scale Score % in Each ELA 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	302	2604+/-6	ELA/ Literacy			
			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

Smarter Summative Mathematics Grade 11 Test

Table 16 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.

Table 16
Smarter Summative Mathematics Grade 11 Test

School Year	Number of Students	Avg. Scale Score	% in Each Achievement Level			
			% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeds
2014-15	299	2565+/-6	42	28	23	6
2015-16	298	2572.2	40	26	26	8
2016-17	313	2563.4	47	29.4	16.3	7.4

Table 17 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 17
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	% below standard	% at or near standards	5 above standard
			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	% below standard	% at or near standards	5 above standard
			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	% below standard	% at or near standards	5 above standard
			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

CAASPP: 3-Year Trend (2015-2017) of Percent of Students Not/ Nearly/ Meeting/Exceeding Standards in Math and English

The following graph and data in Table 18, Table 19, and Table 20 were obtained from to 2017 California CAASPP Smarter Balanced Ed-Source website, <http://caaspp.edsource.org/sbac/south-san-francisco-high-41690704137279>. As seen in the graph, approximately 40% of the students who took the test in Math *did not meet* standards. In the past three years, there is a slight growth in the percent of students *nearly reaching* and *meeting* standards. As for English, the percent of students *not meeting* increased in the past three years. However, there is also an increase in the number of students *nearly meeting* and *meeting*

standards. As seen in the table, overall, students perform better in English than in Math. Female students perform better than male students in both English and Math.

Table 18

CAASPP: 3-Year Trend (2015-2017) of Percent of Students Not/Nearly/Meeting/Exceeding Standards in Math and English

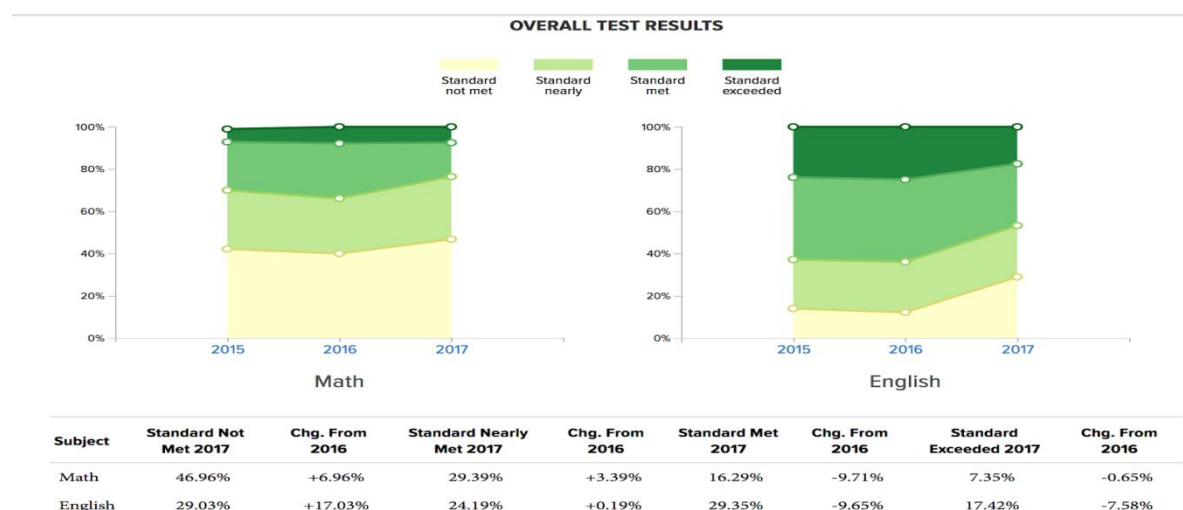


Table 19

Overall English Test Results by Gender

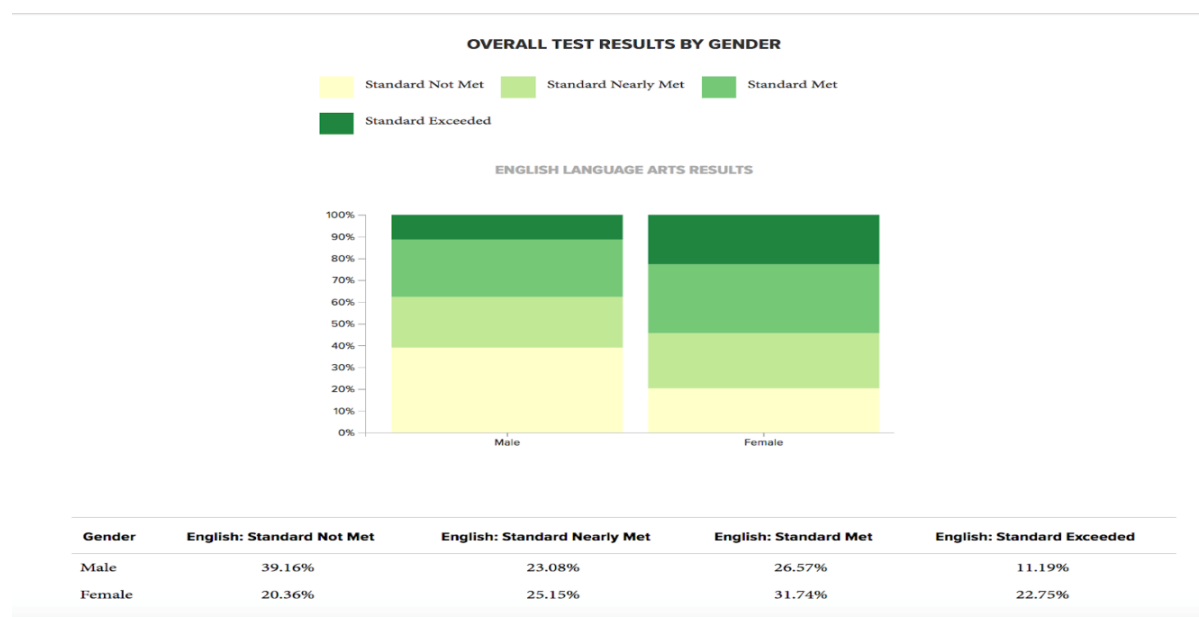
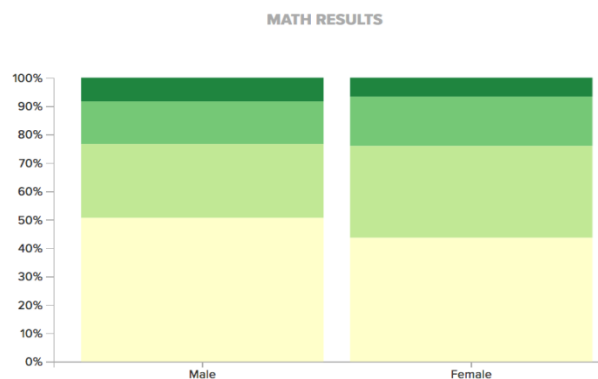


Table 20
Math Test Results by Gender



Gender	Math: Standard Not Met	Math: Standard Nearly Met	Math: Standard Met	Math: Standard Exceeded
Male	50.68%	26.03%	15.07%	8.22%
Female	43.71%	32.34%	17.37%	6.59%

Advanced Placement (AP)/ Honor Course Offerings

In 2008, South San Francisco High School offered seven Advanced Placement Courses. Since then, teachers have been trained during the school year and the summer to be able to teach AP courses in their departments. As of 2016-17 school year, South San Francisco High School increased the AP course offerings to include English Literature, US Government, US History, Calculus AB, Biology, Spanish Language, Italian Language, World History, English Language, Computer Science. This school year, 2017-18, Music Theory, Chemistry, Physics, and European History were added as new courses. South San Francisco High School also offers Honors courses in English 9, English 10, Geometry, Chemistry, Biology, and Economics.

With an increase of course offerings in Advanced Placement classes, there is also an increase in the number of students enrolled in AP classes, as seen in Table 21. Reviewing the trends of the most common score across all tests, most students performed with scores 2-3. Students performed best with score of 5 in Spanish Language. 53% is the average number of students passing with 3 or higher between school years 2008-2017.

Table 21
2008-2017 Advanced Placement Course Offerings and Number of Students Enrolled in Class

YEAR	SCORE	ENG LIT	US GOV	US HIST	CAL AB	BIO	SPAN LANG	ITAL LANG	W HIST	ENG LANG	COMP SCI	TOTAL
2008	5	3	2	1	0	1	3					10
	4	3	6	4	7	2	6					28
	3	10	13	10	10	2	6					51
	2	8	6	12	13	2	2					43
	1	1	2	5	14	7	2					31
	TOTAL	25	29	32	44	14	19					163
(In 2008, 89/163 or 55% passed with score 3 or higher)												
2009	5	1	2	2	4	1	3					13
	4	2	8	8	3	5	3					29
	3	11	9	6	8	6	3					43
	2	9	5	24	2	6	4					50
	1	1	2	12	7	4	4					30
	TOTAL	24	26	52	24	22	17					165
(In 2009, 89/165 or 52% passed with 3 or higher)												
2010	N/A											
2011	5	0	1	9	2	7	7					26
	4	2	5	7	4	4	7					29
	3	16	10	14	7	2	4					53
	2	30	9	4	4	4	1					52
	1	5	3	0	9	8	2					27
	TOTAL	53	28	34	26	25	21					187
(In 2011, 108/187 or 58% passed with 3 or higher)												
2012	5	0	7	5	0	0	7	1				20
	4	10	10	8	4	4	4	1				41
	3	22	9	15	7	2	2	2				59
	2	11	2	10	8	2	2	0				35

	1	2	1	1	23	7	2	0				36
	TOTAL	45	29	39	42	15	17	4				191
(In 2012, 120/191 or 63% passed with 3 or higher)												
2013	5	1	2	7	1	1	1	0				13
	4	4	7	14	7	4	5	0				41
	3	7	9	16	6	10	4	3				55
	2	14	8	8	10	11	0	2				53
	1	4	3	4	28	2	0	0				41
	TOTAL	30	29	49	52	28	10	5				203
(In 2013, 109/203 or 54% passed with 3 or higher)												
2014	5	0	8	6	3	1	4	0	1			23
	4	7	8	18	3	1	4	1	2			44
	3	12	18	11	5	4	0	3	12			66
	2	14	17	10	9	3	0	3	29			85
	1	3	15	0	30	0	0	1	23			63
	TOTAL	36	66	45	50	9	8	8	67			289
(In 2014, 133/289 or 46% passed with 3 or higher)												
2015	5	2	5	5	4	0	11	0	0			27
	4	4	10	5	3	3	6	1	4			37
	3	12	23	6	2	5	0	4	9			61
	2	17	11	6	3	6	0	2	9			54
	1	1	9	4	20	0	0	0	4			39
	TOTAL	36	58	26	32	14	17	7	26			218
(In 2015, 125/218 or 57% passed with 3 or higher)												
2016	5	1	4	6	4	4	10	0	1	2		32
	4	4	3	8	3	1	7	1	4	5		36
	3	18	10	14	2	9	1	6	11	19		90
	2	21	18	18	1	2	0	0	10	27		97
	1	4	22	8	30	1	0	0	4	7		76
	TOTAL	48	57	54	40	17	18	7	30	60		331

(In 2016, 158/331 or 48% passed with 3 or higher)												
2017	5	0	1	4	0	0	5	0	2	5	3	20
	4	7	2	7	1	6	7	2	3	7	1	43
	3	20	11	8	5	6	3	7	9	17	4	90
	2	35	14	6	11	11	1	1	6	40	9	134
	1	9	10	0	16	4	0	0	1	13	12	65
	TOTAL	71	38	25	33	27	16	10	21	82	29	352
(In 2017, 153/352 or 43% passed with 3 or higher)												

Overall, the percent of students enrolled in AP courses has increased since 2014-15 (11.11% to 16.26%). Recalling South San Francisco High School student demographics trends from Table 1, Latino student population is the dominant population, followed by Filipino students. Table 22 shows that Latino students enrollment in AP courses has increased from 4.2% to 6.8% from 2014-15 to 2016-17. Furthermore, the percent of Filipino students from 2014-15 to 2016-17 has also increased from 3.0% to 4.5%. Although there is a small population of English Learners, Pacific Islanders, and African American students, Table 22 shows these groups are also challenging themselves to enroll in AP courses. Although Asian and White student populations have slowly declined as seen in Table 1, these groups still have a large number enrolled in AP courses.

Table 22
Advanced Placement Trend Ethnicity of Student

School Year	American Indian/ Alaska Native	Asian	Pacific Islander	Filipino	Latino	African American	White	Multiple or no response	# of EL	Total enroll in AP	Total student pop	% of enroll in AP
2011-12	0	49	1	41	37	3	12		6	143	1410	10.14%
2012-13	1	45	2	51	25	2	13	1	4	140	1389	10.08
2013-14	0	52	5	61	75	1	12		7	206	1394	14.78%
2014-15	0	33	5	40	56	2	12		7	148	1331	11.11%
2015-16	0	40	10	65	81	0	20		9	215	1295	16.60%
2016-17	0	39	5	61	91	0	19		3	215	1322	16.26%

Preliminary Scholastic Aptitude Test (PSAT) and Scholastic Aptitude Test (SAT)

The PSAT typically costs \$20/student. In 2016 and 2017, the junior students' PSAT cost was covered by site discretionary funds, hence, the increase in the number of junior students taking the PSAT. Referring to Table 23 *Number of Students who Took the PSAT and SAT*, the number of 10th and 11th graders taking the PSAT increased through the years. Additionally, South San Francisco High School offered 9th and 10th graders the opportunity to take the PSAT with their grade level. This number has also increased which shows student awareness of the opportunities of taking the PSAT and SAT for college entrance purposes.

Table 23

Preliminary Scholastic Aptitude Test (PSAT) and Scholastic Aptitude Test (SAT)

School Year	9th	10 th	11th	Total
2011	5	49	64	118
2012	1	35	89	125
2013	3	34	92	129
2014	1	51	65	117
2015	2	60	154	216
2016	0	41	347	388
2017	60	75	325	460

Scholastic Aptitude Test I (SAT I) Average Scores

According to DataQuest, the SAT assesses the reading, mathematics, and writing skills of college-bound students. The total possible score in each segment is 800. Table 24 shows the average SAT score of students from 2010 to 2016. Oddly enough, previous CAASPP data revealed students did much better in English than in Math; however, students who took the PSAT performed much better in Math than in English! There is no current table of the student demographics of students taking the PSAT. These students also performed better in the area of Verbal/Critical Reading compared to Writing.

Table 24
Scholastic Aptitude Test I (SAT I) Average Scores

Year	Verbal/Critical Reading Avg.	Math	Writing
2010	482	516	484
2011	483	512	485
2012	486	515	484
2013	481	513	476
2014	497	521	486
2015	481	499	477
2016	477	497	472

Chronic Absenteeism Rate

Table 25 data was collected on absenteeism rates from the 2016-2017 *California Dashboard*. South San Francisco High School has a small population of African American and Pacific Islanders. African Americans have the highest percent of chronic absenteeism (31.8%), followed by Whites (24.3%), Hispanics (19.7%), Two or More Races (15.5%), Pacific Islanders (14.6%), Filipino (6.7%), and Asian (6.4%). Additionally, and unfortunately, South San Francisco High School has a much higher chronic absenteeism rate (16.1%) compared to the district (11.3%), county (9.5%), and state (10.8%).

Table 25

*2016-17 Chronic Absenteeism Rate***2016-17 Chronic Absenteeism Rate**

South San Francisco High School Report (41-69070-4137279)
Disaggregated by Ethnicity

- [+ Report Description](#)
- [+ Report Glossary](#)
- [+ Report Options and Filters](#)

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	22	7	31.8%
American Indian or Alaska Native	*	*	*
Asian	125	8	6.4%
Filipino	279	19	6.8%
Hispanic or Latino	819	161	19.7%
Pacific Islander	41	6	14.6%
White	70	17	24.3%
Two or More Races	71	11	15.5%
Not Reported	*	*	*

Report Totals

Name	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
South San Francisco High	1,431	230	16.1%
South San Francisco Unified	9,121	1,031	11.3%
San Mateo County	98,576	9,367	9.5%
Statewide	6,405,496	694,030	10.8%

Note: Data may be suppressed (*) to protect student privacy ([Data Suppression](#)).

Note: Report Totals are not summative of the included programs on this page. Data is unduplicated and counts are recalculated at each level (school/district/county/state).

Suspensions and Expulsions

Suspensions

The following data was obtained for the South San Francisco Unified School District database. This data was disaggregated differently to show the number of incidents that occurred on South San Francisco High School campus without identifying the most severe offense each student committed within a given incident. Data collected reflects the past three years, 2014-15 thru 2016-17. As seen in Table 26 *Suspension Offenses 2014-15, 2015-16, and 2016-17*, South San Francisco High School 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. Overall, the total number of suspensions decreased the past three years.

Table 26
Suspension Offenses 2014-15, 2015-16, and 2016-17

Suspension Offenses	2014-15	2015-16	2016-17
Fight/Threat 48900(a)(1)	54	52	62
Battery Force 48900 (a)(2)	3	4	2
Dangerous Object 48900 (c)	2	5	2
Sub Use/Alch/Drugs 48900(c)	21	34	29
Attempted Robbery/Extortion (48900(e)		1	
Substance Facsimile 48900(d)	1		
Property Damage 48900 (f)	1	2	1
Stolen School Property 48900 (g)	4	11	
Obscene/Profanity 48900(i)	21	26	13
Possess Drug Para 48900 (j)	4	4	
Defiance 48900(k)	30	43	30
Threat Witness 48900(o)			1
Receive Stolen Property		1	
Imitation firearm(m)	1	0	
Bullying 48900 (r)	3	7	4
Sexual Harassment 48900.2	7	16	3
Hostile Environment 48900.4	33	6	2
Terroristic Threat 48900.7		3	
Serious Injury 48915 (a1)(A)			1
Knife/dangerous Object 48915 (a1)(B)	8	3	
Drug Possession 48915 (a1)(C)	6	1	2
Assault/Battery 48915 (a1) (E)	1	1	
Selling Contr Substance 48915 (c)(3)	3	3	5
Sexual Assault 48915 (c)(4)		1	
TOTAL	202	224	157

Referring to Table 27 *Fall 2017 California Dashboard Student Suspension Five-by-Five Placement*, South San Francisco High School has a very high percent of students getting suspended. Unfortunately, English Learners, Students with Disabilities, Filipino, Hispanic, and White had a very high (greater than 10%) number of students suspended and in Fall 2017, the numbers increased significantly by greater than 3.0%. Socioeconomically Disadvantaged Students increased from 0.3% to 3.0%; Native Hawaiian or Pacific Islanders and Two or More Races were very high and declined significantly by 2.0% or greater.

Table 27
Fall 2017 California Dashboard Student Suspension Five-by-Five Placement

South San Francisco High (South San Francisco, CA)
South San Francisco Unified
Suspension (High School) - Student Group Five-by-Five Placement

Select an Indicator: Suspension Indicator Reporting Year: 2017 (Fall)

[Return to Search](#)
[View the Dashboard Report](#)
[View District Five-by-Five Placement](#)
[View Detailed Data](#)

LEVEL	Increased Significantly by greater than 3.0%	Increased by 0.3% to 3.0%	Maintained Declined or Increased by less than 0.3%	Declined by 0.3% to less than 2.0%	Declined Significantly by 2.0% or greater
Very Low 0.5% or less	Gray (N/A)	Green (None)	Blue (None)	Blue (None)	Blue (None)
Low greater than 0.5% to 1.5%	Gray (N/A)	Yellow (None)	Green (None)	Green (None)	Blue (None)
Medium greater than 1.5% to 6.0%	Orange (None)	Orange (None)	Yellow (None)	Green = Asian	Green (None)
High greater than 6.0% to 10.0%	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very High greater than 10.0%	Red = English Learners = Students with Disabilities = Filipino = Hispanic = White	Red = All Students (School Placement) = Socioeconomically Disadvantaged	Red (None)	Orange (None)	Yellow = Native Hawaiian or Pacific Islander = Two or More Races

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
9	6	0	2	1	0

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.

Expulsions

As seen in Table 28, the number of expulsions has declined these past three years. The worst offense is 48915(c) (3) Selling Controlled Substance, and the number of expulsions related to this offense has slightly increased. The number of expulsions related to dangerous objects or knives on campus has decreased. Although the previous table showed many fights resulted in suspensions, there were few to no expulsions related to the fights.

Table 28
Number of Expulsions 2014-2015, 2015-2016, 2016-2017

Expulsion Offenses	2014-15	2015-16	2016-17
Fight/Threat 48900 (a)(1)	1		
Serious Injury 48915 (a1)(A)			1
Knife/dangerous object 48915 (a1)(B)	7	4	1
Drug Possession 48915 (a1)(C)	4	1	
Assault Battery (48915 (a1)(E)		1	
Selling Controlled Substance 48915(c) (3)	4	3	5
Sexual Assault 48915(c)(4)		1	
Total	16	10	7

Parent Groups

There are many opportunities for parents and guardians to get involved. According to Table 29 *Parent Groups at South San Francisco High School*, there are 10 school sponsored groups specifically targeting parents and guardians. Most of these parent groups meet monthly. They can also volunteer to chaperone field trips, attend other school sponsored events such as Advanced Placement Night, fundraisers, performances, and athletic events. The number of school events and of parent groups available has increased since 2011-12. The parent groups that are well attended are: Latino Parent Group (comprised of Spanish speaking parents), Band Guild and Color Guard, and ELAC/DELAC. Spanish translation and speakers are available at many of the parent group meetings.

Table 29
Parent Groups at South San Francisco High School

Parent Group	Description
PTSA	This is a formal organization composed of parents, teachers and staff that is intended to facilitate parental participation in a school.
Grad Night	This committee is combined with PTSA. This committee works on fundraisers for Senior Grad Nite.
Athletic Boosters	The committee is combined with PTSA. This committee works on fundraising for athletics.
Site Council	The school site council is a group of teachers, parents, classified employees, and students (at the high school level) that works with the principal to develop, review and evaluate school improvement programs and school budgets. The members of the site council are generally elected by their peers.
Band Guild and Color Guard	Parents of students who are enrolled in Music, Marching Band, or Color Guard can attend Band Guild meetings.
Latino Parent Group	This parent group is open for all parents and guardians who speak Spanish predominantly. Classes are structured with presenters to provide support to parents on how to navigate the academic system and how to support their child's academics.
ELAC/ DELAC	A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Responsibilities 1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA). 2. The ELAC shall assist the school in the development of: a. The school's needs assessment. b. The school's annual language census. c. Ways to make parents aware of the importance of regular school attendance.
African American Parent Advisory Committee	This is a district-wide meeting for parents and guardians of students of African American heritage. Meetings are held off campus at Los Cerritos Elementary School.
Tea & Cookies	Parents and guardians can drop by during those hours to have cookies and tea with the administration. Parents are welcome to share their thoughts, questions, or concerns.
Parent Education Series	The administration invites guest speakers from the community to educate parents about student stressors and how parents and guardians can support their child.
WASC Parent Focus Group	SSFHS will be visited by WASC in April 2018. This group will review the school's efforts ranging from academics, instruction, curriculum, school climate, and governance. Parents input needed to represent diverse school community.

CHAPTER III

SELF-STUDY FINDINGS

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

1. **A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
The current school mission statement should be revisited and revised as it was established 12 years ago and while we still exhibit these qualities the message should be made more concise. The school Mission Statement has not been revised in light of LCAP funding or college and career readiness. There have been a lot of discussion over recent years as to the appropriateness of our school mascot "the Warrior" We have adopted our new physical mascot Wolfie who has the characteristics of the warrior. The district Mission Statement has been revised more recently, and we are working to align site goals and objectives with those highlighted in the mission statement of the district.	SSFHS Mission Statement: The Journey of the Warrior is one of personal and academic growth. The Spirit of the Warrior inspires respect for the dignity of all individuals. The Mind of the Warrior thinks critically about the world it will inherit. The Heart of the Warrior reaches for excellence in all that it does. Therefore, the Mission of the Warrior is to continually use these gifts to enrich their community and inspire others to do the same. SSFUSD Mission Statement: The mission of the South San Francisco Unified School District, through collaboration with home and community, is to graduate responsible, productive, and environmentally aware citizens who have the academic and social skills necessary to contribute to a changing global society, through active participation in a quality instructional program defined by a challenging and creative curriculum which ensures opportunities for a diverse population to experience individual expression and collaborative problem solving in a safe and stimulating environment.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
There is some progress in the development and refinement of the vision, mission or schoolwide learner outcomes. In June 2017, members at the Administrative Council retreat brainstormed ideas about “what we do.” At the Aug 15, 2017 faculty meeting, faculty discussed the topic. On Aug 15, 2017, ASB students discussed at their retreat and shared at the Oct 17, 2017 faculty staff meeting On Oct 17, 2017 faculty and staff responded to question: “What do you value?” to start a discussion on vision.	Admin Council retreat agenda Faculty Meeting powerpoints with pictures 8.15.17, 10.17.17

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Based on Staff, Student and Parent surveys over 60% of the staff, 67% of the students, 66% of our English speaking parents, and 84% of our Spanish speaking parents agreed the school has a clearly stated vision and purpose on its student needs. Everyone has an opportunity to have input into LCAP through district led community meetings. Based on the input from whoever attends the Community Forum meetings, district decides on allocations.	Surveys (addendum) Local Control Accountability Plan and Community Forums

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and

approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
Policies and procedures are somewhat clear, but lack consistency. Rapid change, and high turnover in both teaching staff, site administration, and district staff have affected the "relationship" to school and staff. Board is presented with a report from every school, SSFHS included, during each school year as a part of the review and monitoring of student progress. Single Plan for Student Achievement and the site based distribution of funding is in line with district LCAP requirements and site goals, some of which include WASC areas of need and goals.	Board Policies Personnel changes Board meeting agendas Website: www.ssfusd.org Annual SPSA and LCAP review

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
Role of the Governing Board is clear, and communication regarding district board meetings happens through calendar items, email, and the distribution of board agendas and minutes.	Website, email, Board agendas and minutes available to all. Board policies and procedures

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school*

through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.

Findings	Supporting Evidence
Multiple channels of communication are used to reach parents and community. There is always room for improvement as technologies change and access to social media shifts focus and attention. ELAC has a consistent group of parents who attend meetings and paraprofessionals on staff provide translation. Parent involvement in school governance is visible in ELAC, DELAC, African American Parent Advisory Committee, Latino Parent Group, district LCAP committee meetings, and Site Council meetings (which includes approval of SPSA and Safety Plan). DELAC, ELAC, Genentech, Folklorico, PTSA, bimonthly district Board Meetings (Public and closed), School Site Council, Sports Boosters, Band Boosters, Parent Education program, district AAPAC (African American Parents advisory Council), Back to School nights and other parent focused events continue to provide opportunities for parent involvement throughout the school year. Parents and families of students in Special Education and English Language Learners are invited to meetings prior to Back-to-School Night and 8th Grade Showcase in order to meet their case manager, to become acclimated with the different Special Education course offerings, and to learn about support services offered to their students. Parents and families of AVID students are also invited to meetings prior to Back-to-School Night to meet AVID teachers, counselor, and assistant principal and to learn more about the program and how they can get involved.	Back to School Night, Intervention Nights, 8th Grade Showcase, AP Night, Performances Teacher's Requests to have conferences with parents through support of counselors and assistant principals. Letters, all - calls, texts, and emails are sent home to remind parents of upcoming events. SchoolLoop emails, Calling system, District emergency text and call systems Meeting attendance sheets and minutes Meeting agendas and info packets

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
Site LCAP goals are aligned with District LCAP goals (student achievement, professional development, and parent engagement). School data from CAASPP and California dashboard, as well as WASC and LCAP goals become the driving force for the development of the SPSA plans. Student performance data is limited with the exception of access to CAASPP and the California Dashboard. (Data director is no longer used or supported by the district.)	School Profile (gathered surveys, test scores and school-wide reaction), teacher evaluation process, District Wide Collaboration Days/Professional Development Days Principal shares collected evidence

Staff and Faculty are notified occasionally of visits from members of the Board of Trustees and district administrators.	and presents yearly to cabinet and the school board.
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Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
Complaint and conflict resolution procedures are mostly clear and district adheres to the procedures of the Williams Act regarding facilities and materials. Emails to staff annually regarding the complaint procedures and annual mailings about rights and responsibilities take place. Summer packets to all potential and previously registered student families include materials regarding policies, procedures and rights.	District policies Annual emails and mailings Summer mailing contents

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
Information is disseminated to all stakeholders in a broad-based, collaborative planning process that allows for staff input and discussion. CTE: Annual meetings with the teachers, administrators, parents, students, business owners to collaborate on the strategies for bringing career programs for the school. Assess student needs by looking at the hiring reports prepared by the Employment Development Department Counseling: Career Day reaches out to local businesses, agencies, and members of the	Site Council, SPSA Faculty meeting minutes and power points Meeting agendas, calendars, minutes, email,

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data is done to inform student needs. SPSA goals are correlated to the analysis of student achievement data as well as WASC goals.	
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Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
Admin Council meeting delivers concerns to Department Chairs who then share/report in Department Meetings. Feedback from teachers/departments are included in minutes submitted to Administrators via a Google document. Concerns are then brought back to Admin Council meeting. (Examples: tardy policy, bell schedules, calendars, testing dates, etc.)	Administrative Council and Department meeting agendas and minutes

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
Structures are in place for internal communication. The effectiveness of planning and resolving differences is questionable. Google Applications used for internal communications, planning, and teacher/student communication. Email and meetings are used to communicate, but some differences remain unresolved, and effectiveness and follow through are lacking. IEP meetings are organized on a department-shared Google calendar and are scheduled/shared through Outlook Calendar with all Admin, Counselors, Office staff (for attendance and teacher coverage), and other requested IEP team members.	Calendar conflicts, lack of action on requests at meetings all point to questionable effectiveness. Google and Outlook calendars

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.1. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
South San Francisco Unified School District Personnel department confirms teaching credentials and certificates such as CLAD. Additionally, all state mandated medical requirements are reviewed and requirements are met by candidates before being hired. All employees are background checked. Also, yearly mandated online training is performed by all employees. Additionally, teachers attend seminars on their class/subject matter. District will provide training during the year geared toward department training. A number of our staff are veteran teachers well versed in their subject and teaching methods. Google workshops are given during professional development. First year teachers have monthly meeting/training. BTSA reps meet with new teachers providing insight and training. During the hiring process, classified employees (secretaries, custodians, campus security, paraprofessionals) undergo skills testing and must interview with two panels.	SSFUSD Employment Policy

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
All newly hired faculty and staff members to SSFHS attend the orientation day, the Friday before school begins in August. Each staff and faculty member is given a faculty/staff handbook. SSFUSD has an appropriate orientation process for new staff and teachers. The school calendar typically includes 1.5 days of site based orientation and meetings with whole faculty and departments, including a New Teacher meeting. Curriculum trainings typically happen during June. The ELA adoption trainings with the publisher were offered to staff on Saturdays during the school year and after June 1st (end of Semester). Trainings for other adoptions have happened during the school year with substitutes, when available. The shortage of teachers and substitutes make that option unworkable, at present. Department chairs are regularly in contact with first year teachers. The Special Ed Department	New faculty orientation agenda and folder Faculty staff handbook District training calendars

chair, working with teachers, recommends placement of paraprofessionals based on class size and student ability. The understaffing of paras hinders the function of daily class procedures and lessons. ELD paraprofessionals are understaffed in many classes. Veteran teachers assist newer teachers with issues such as classroom management, lesson planning etc. Additionally, for the first time at our site, about ten students with moderate-severe disabilities are being included in a General Education Physical Education (PE) class. These students have been placed with approximately 40 general education students, even though the PE Teacher of Record has not received any additional training, around Evidence-Based Best-Practices, regarding how to include such students with extremely unique needs and challenging behaviors, into a general education PE class. South San Francisco High School coaches do an on-line certification training every year. All staff complete Mandated Reporter training. Most staff complete the Blood Borne Pathogens training.	Site Calendars and meeting agendas Open positions, district personnel notices PE schedule and placements Athletic Director and Coaching meetings Keenan Safe Schools trainings and emails
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Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Handbooks are updated yearly and provided to teachers, administrators and staff. Areas of change in handbooks are reviewed during professional development meetings. Each year an administrative council is assembled with members from our teaching community and members of the staff. Monthly meetings are conducted reviewing operational practices and possible issues facing the campus. Department and faculty meetings are conducted monthly along with professional development. Yearly updates in emergency procedures are reviewed with staff with charts and instructions provided along with drill notifications. Chemical safety i.e. procedures for safe handling of and biohazardous waste workshops are provided annually to Science, Visual Arts, and CTE teachers. Custodial staff are trained in the safe handling of biohazards, as well. Issues that arise are addressed with the creation of committees composed of faculty, administration and	Teacher and Staff Handbooks Meeting agendas Meeting minutes/notes

staff. For example, the tardy policy committee was formed to address the mounting issue of students late to class. The committee drafted a schoolwide tardy policy that was then put in place and discussed at the Administrative Council Retreat and at meetings on staff development days before the start of school. An area of need is a backup system of communication when the power goes out. VOIP telephone systems are dependent on servers. When the power goes out, those servers have limited power. The school is dependent on the district Emergency plans and communication support.	
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Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Findings	Supporting Evidence
District and Site staff development time is haphazard and disjointed with little to no measurable outcomes. The past 3 years has seen little in the way of effective staff development with several one time presentations and no follow up support or time dedicated to implement the new strategies, i.e. Restorative Justice; EDI (Explicit Direct Instruction), Dr. Mary Bacon and equity issues. (District PD). Most recently, district has been more consistent with the introduction of work around Priority Standards. Site-based professional development during staff embedded time has been on CCSS, Building Learning Communities, AVID Strategies, Mental Health. Other professional development includes faculty attending conferences, workshops, observations, and participating in class walk-throughs.	District and Site Staff development calendars, memos, emails Walk-through feedback forms are returned to the visited teacher. Some teachers who attend conferences also share with their colleagues what they learned from the conferences (teacher led training).

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
Effectiveness of supervision and evaluation procedures is questionable in service of promoting the professional growth of staff. Supervision procedures are typically done at the beginning of the school year. Certificated staff sign up for supervision of events. New-to-service teachers and teachers new to our school are evaluated every year until tenured (typically 3rd year of service at the same site).	Evaluation Handbooks, memos, emails, meeting agendas Supervision sign up binder

Evaluation procedures are provided in the faculty and staff handbook. Those who are identified to be evaluated are provided an Evaluation handbook. There is some confusion as to which teachers need to be evaluated each year. Clearer communication between the District and our Administrators is needed. The teacher evaluation form is complex. It was a “pilot” program that has not undergone an evaluative process to determine efficacy.	Faculty and Staff Handbook, Evaluation handbook
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A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school’s vision, mission, the schoolwide learner outcomes, the critical student learning needs, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
All members of the school and larger community are invited to attend LCAP sessions in the spring to have input on the decision making at the district level. Each year, the SPSA is reviewed and approved through site council. The information is also shared with the department chairs at admin council. LCAP monies are allocated based on three priorities identified by the district and aligned at the site. LCAP site funds information is also shared at admin council. Departments are aware of department expenditures which require their approval. Departments do not get specific yearly budget allocations but are monitored via district reports. Specific site allocations target specific groups and purposes. (For example: Account 180 targets underperforming, at-risk, and underrepresented; Account 123 targets the EL students.) There is little transparency and a lack of communication regarding department budgets. Other funds for operational expenses do not seem to be managed based on historical actuals.	LCAP district meetings SPSA and site budget Emails and challenges in processing purchases Handout at admin council meetings (SPSA and LCAP summary) District budget reports

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
District allocates site funds which are not disclosed until Sept/Oct each year. Principal access to site budget is limited and meetings are often requested to obtain updates and status of various account strings. ASB audits occur randomly. Last ASB audit was Spring 2017. Currently, two individuals are required to be present when counting monies before deposits are made. District personnel meets with principal to review account balances. District and Site accounting practices went through a revision and procedures and accounts changed due to an audit approximately 5 years ago. Site budgets are based on LCAP and district priorities. Associated Student Body has more responsibility due to the above noted audit. Club and site organizations have fundraising activities approved by the SSFUSD Board of Trustees on a monthly basis, managed by ASB advisor and administrators. Club and site organization funds are managed by an on-site accounting clerk, with other funds managed by district accounting staff.	SSFUSD Audits LCAP and SPSA documents Notes and emails between district and admin. ICC (Inter Club Council) agendas and minutes Board agendas and minutes

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
As noted in Category E, SSFHS has, essentially, 2 campuses: The new buildings (3 and 1 year old) at the back of the property, and the 65+ year old buildings at the front. Facilities are adequate, but there are problems experienced in both sets of buildings that affect learning and can be unsafe. Additionally, maintenance of restrooms, locker rooms, gymnasiums, etc. have been noted repeatedly with little movement to address ongoing issues.	Proposition J Bond new buildings Genentech Science Garage Multiple buildings: no air conditioning with classes held during heat waves in September 2017 when temperatures reached over 100 degrees. Leaks, mildew; vermin and insect infestations.

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
Policies and procedures exist for instructional materials and equipment. There is little consistency in the application of those policies and procedures at the site level. District level procedures for curriculum materials are in place and effective. Copiers on campus are aging out, SSFHS has no permanent reprographics staff, and equipment and repair issues arise regularly for teachers trying to duplicate materials for their courses.	Board policies and procedures regarding educational and curriculum materials. Reprographics staff assignments Repair logs

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
Available resources dedicated to staffing are unclear and this area was not addressed by site or district staff. Housing and the cost of living have been escalating since the technology boom in the bay area and especially on the San Francisco/San Mateo peninsula. Some paraprofessional and maintenance staff, and district support staff positions are not filled. Attendance at workshops and professional development trainings are offered and supported by the school district. The site budget also financially supports faculty attending professional trainings. Trainings on subject specific curriculum adoptions are organized and paid for by SSFUSD.	Personnel postings Staff deficiencies Email notifications from district personnel office Site Staff Development budget Educational Services trainings

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual

availability and coordination of appropriate funds to support students' achievement of the critical student learning needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
Site LCAP goals are aligned with district LCAP goals. District's LCAP goals are reviewed and revised as needed; when revised, site LCAP goals are also revised and aligned. SPSA aligns goals with LCAP and WASC goals. Both WASC and LCAP goals address student academic achievement. District budget processes and reserves for continual availability of funds are detailed in SSFUSD Board documents. Presentations from Business Services regarding Bond funding, taxes and state funds are reviewed by district staff and the Board of Trustees.	Board agendas, minutes and Business Services presentations and documents.

Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

District's vision and goals ultimately become the vision and goals of SSFHS. Site goals include WASC goals (academic performance, parent engagement, school climate) and LCAP goals (academic performance, parent engagement, and professional development). SPSA goals are a culmination of the two - WASC and LCAP. Data from CAASPP and California dashboard help provide a base level of the areas of critical student learning needs.

Prioritize the areas of strength and growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

1. District processes are in place after several years of turnover and a lack of institutional memory at the district level.
2. Technology to support online curriculum resources in Math and English Language Arts, EL students and Math .5A and .5B are in place and maintained.
3. Long standing programs, particularly CTE, have been expanded and function across the district and have supportive relationships with local businesses, colleges and organizations.
4. Although the school is over 100 years old, the campus has gone through many physical changes including new buildings and updated facilities
5. Houses San Mateo County Special Education classes for severely challenged students.
6. 62% of staff believe they are aware of a clearly stated vision and mission of SSFHS
7. 78% of staff feel they understand the school policy for student conduct and discipline.
8. 93% of the staff consider the administrative supervisor to be fair in their dealings with them.
9. 69% of the staff feel that library resources are up to date and address the needs of the students.
10. 61% of English-speaking parents and 77% of Spanish speaking parents receive information about graduation requirements
11. 58% of students feel that they receive information about getting into college; 49% of English-speaking parents and 73% of Spanish speaking parents feel that they receive information about getting into college

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

1. Development of a school-wide process to revise and regularly review Vision and Mission Statements.
2. Development of Schoolwide Learner Outcomes.

3. Development of a school-wide process, involving all stakeholders, to review data from multiple sources to inform decision making and goals.
4. Consistent school-wide plan to replace and renew technology in the classroom, especially in the older campus buildings.
5. Explore ways to make existing staff/faculty meeting times more effective in accomplishing school-wide goals. Existing meeting/schedule times such as: Faculty meetings, Administrative Council, and Teacher Planning time.
6. More collaboration time to engage faculty and staff in addressing critical student learning needs, professional development, and schoolwide goals.
7. 65% of students, 54% of staff, and 45% of parent survey stated the school grounds are not well maintained or clean (infested, garbage, tagging, and vandalism throughout the campus)
8. 74% of the staff surveyed said that leadership and staff are encouraged to participate in ongoing professional development focused on student achievement.
9. 66% of the staff surveyed either did not know or did not believe they have input into in-service activities at SSFHS.
10. 51% of the staff surveyed did not feel that SSFHS effectively and appropriately allocates resources. Another 18% did not know how effectively and appropriately resources were allocated. 64% of the staff surveyed either did not know or did not believe that financial, material, and physical resources are utilized effectively and appropriately to support student achievement.
11. 69% of the staff surveyed feel that library resources are up to date and address the needs of the students. In comparison, only 59% felt that technology was up to date and that it addresses the needs of students.
12. 43% of the staff surveyed either did not know or felt that their input was not valued when administrative decisions are made that affected them. Of the staff surveyed, 53% felt that the administration was usually receptive to suggestions for change from the staff.
13. 64% of the teachers surveyed either did not know or felt that there was not a good process for resolving their complaints.
14. 60% of the staff surveyed either did not know or did not feel that site council and administrative council are effective.

***The above information is from the disaggregated data collected from a) Chapter II: Student and Community Profile; b) Chapter III: Self-Study Findings from Focus Groups; c) California Healthy Kids Survey, (Note: in the CHKS many student responses indicate neither “disagree” or “agree” as the data collected was district wide and not site specific) and d) Staff, Student, Parent, Padres Surveys. The data collected from the surveys were small sample sizes (956/1360 students or 70% students; 45/100 or 45% staff members not including walk on coaches or nutrition services; 68 English speaking parents, and 59 Spanish speaking parents took the survey). From the aforementioned data, strengths, areas of growth, and critical needs were identified.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effectively the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
Current emphasis in curricular areas is the continued work to adopt Common Core State Standards into meaningful instruction.	Math pacing calendars / Student posters in the Math classrooms and G wing hallways.
The math department uses SVMl strategies to create a meaningful program for the students in mathematics courses.	
In the arts, students are taught using both the National and State Standards for the arts to create meaningful work.	Students produce artwork that reflects state and national standards.
Science uses NGSS science standards	Curriculum has changed to incorporate NGSS
ELA has adopted a new textbook (studysync) that incorporates responsible use of technology and 21st century learning opportunities.	Biology is using a model based curriculum Chemistry has labs that address the standards in NGSS.
World Language uses the ACTFL Can-Do Statements Progress Indicators for Language Learners to maintain a meaningful instruction that prepares students for college level language study.	Curriculum guides - Pacing calendar, synchronized curriculum online, and consumables.
Social Science uses TCI and document based questions	
CTE: The Computer Science classes use curriculum from TEALS to guide instruction in the classes.	Student assessments that use Can-Do statements for WL.

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet*

the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)

Findings	Supporting Evidence
Social Science: AP World History, AP European History, AP US History, AP Government and Politics, Modern World History, US History, Government, Economics. Math: AP Calculus and AP Computer Science classes offered. Science: Currently there is AP Chemistry, Physics, and Biology available for students to take during their high school career with Chemistry and Biology switching availability every year. Biology classes follow a model-based Biology curriculum that is NGSS aligned. Biotechnology 1, 2, 3 and 4 offered in the newly built Science Garage. The Lab Sciences offered are Biology, Chemistry, Physics, and Biotechnology. Electives: Students have a wide selection of electives such as art, woods, auto, ceramics, dance, electronics, photography, music, choir, cooking, and yearbook. All electives offer upper level courses. Auto has been approved as a “G” requirement English: The English department offers Honors courses, AP Language and Rhetoric, and AP Literature and Composition. World Language: All world language courses are A-G compliant and we offer AP Italian Language and Culture as well as AP Spanish Language and Culture. Edgenuity: All courses offered through the Edgenuity platform are A-G approved. Students are offered a designated period to work with a teacher. Students also have the opportunity to work independently and their counselors check in with them periodically and they can also check in with the instructor.	AP European History added in Fall 2017 Student Handbook Course Listing Handbook AP Course Audits AP Course Outlines NGSS Standards Students’ Lab Notebooks can be used for evidence of “wet labs” Elective courses focus on real world skills. Art/Ceramics classes per schedule. A-G approved course list Course Syllabi Program Planning Guide Edgenuity Course Selection Guide

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
We currently use the Edgenuity Virtual lab to enable students to recover credits for courses for which they have failed.	Report documenting students who have been enrolled over the last 3 years showing that we have improved our passing rate. Ex: Summer of 2017 we

Additionally, students may improve upon the grades they have earned in order to improve their UC/CSU eligibility. All courses that are offered through Edgenuity have been A-G certified and count towards students' graduation requirements and college eligibility. Earth Science, Biology, Environmental Science, Chemistry and the Earth system, Earth and Space, Physics, The Living Earth, Life Science, Chemistry, and science tutorials for GED requirements are offered through online class as credit recovery. Algebra 1 and Geometry are offered through online credit recovery.	were able to recover 990 credits that district students were deficient.
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Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Schoolwide learner outcomes would have to exist and be communicated in order to address congruence. There are weekly meetings for the Biology Department every Friday to establish consistency in the curriculum. The science department also meets monthly and ensures that all courses offer common finals. Chemistry department works together to share labs for congruency. The math department frequently collaborates to share best teaching practices, activities, and assessments to ensure consistency and common pacing. In performing arts, assessments are taken to determine their readiness. The CTE department meets with their counterparts at the community college (Skyline and CSM) to discuss standards and expectations for students in their classes. Art and Ceramics share common vocabulary for elements and principles of art. The Spanish teachers meet regularly to create common finals	Scheduled PLC dates, PLC hours recorded, or timecards submitted for PLC. Common Finals for all science courses. Biology is following a model based guide https://www.modelbasedbiology.com/ Chemistry lab instructions Math: MARS tasks and FALs Projects, written critiques, presentations. Estimated frameworks and procedures through PLCs being developed by ELA. ELPAC and the new ELD standards Pacing/Curriculum Guides

for Spanish 1, 2 and 3. The French and Italian courses collaborate to create similar curriculum and assessments across the different languages to create a consistent set of skills among students regardless of the language students have selected. In ELA, right now congruence and consistency are a work in progress due to new adoptions. Estimated frameworks and procedures are being worked on through PLCs ELD teachers are collaborating to establish benchmarks based on the new ELD standards. Special education English and tutorial teachers have developed curriculum pacing guides. AVID teachers, counselor, and assistant principal meet regularly to align horizontally and vertically.	Syllabi and meeting notes
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Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
Math: The Math department works with the CTE department for the Computer Science classes. The Math department also works with the EL department for Algebra 1 and Geometry. The Math department also works with the SPED department for co-taught Algebra 1 and Geometry classes, which accommodate students with IEPs. English: The English department works with the EL department for ELD 1, ELD 2, ELD 3 and ELD 4 classes. The English department works with the Special Education department through co-taught English 1CP and English 2CP. Special Education students are also supported in English 3CP and English 4CP Cluster classes with a paraprofessional. The school has adopted MLA standards for research projects and essays.	Faculty Handbook > Master Schedule Evidence through completed artwork. Evidenced by PLC work and department meetings as well as pacing guides and curriculum guides. Working on establishing more consistency in placement of EL students by developing and using guides.

Electives: The AVID department works with all departments. Teachers from the English, Math, Social Science and Science departments collaborate in order to teach various grade levels of AVID. The electives departments work with both the Special Education department and ELD department to support students in class. The performing arts often works with the art and drama curriculum establishing what music should be taught. This is heavily dependent on the level and readiness of the students. The performing arts will also demonstrate different periods of music to the students in conjunction with the history department. The art department works with a wide variety of media to create work, and often includes literature, or written research projects to support or explain artwork Science: The Science department will occasionally work with the math department in determining the student's abilities with measuring and graphing. This was based off of assessments in the 2016-2017 school year that showed students lacked measuring and graphing skills compared to state standards. We also agree on prerequisites that students would need to meet in order to move on to the next level. The Science department works with the Special Education department through co-taught Biology. In Biotechnology there is heavy integration with biology, chemistry, math, and physics in the outsourced curriculum provided by Genentech. Social Science: The Social Science department works with the Special Education department through Government, Economics, US History, and Modern World History classes. Students have a paraprofessional for additional support.	The syllabi for all courses. There are prerequisites in the science department established to determine if a student is qualified to move on to the next level these prerequisites are located in the student handbook. Biology course guide includes new graphing and data analysis unit. Students were assessed for graphing and measuring skills. Assessments of previous years. Genentech labs course work provided for the Biotechnology courses.
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Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
The CTE department works with Skyline College and the College of San Mateo to create articulation programs from the high school to the community college level. Our advanced Auto Shop students take a field trip to tour Skyline College where they review prerequisites and program requirements of the Automotive	Student Handbook Auto Field Trip Forms

Technology Program. The art department takes part in a district wide art show that includes all grade levels. Career counselor works with students for college entrance. The senior level English class, ERWC was designed by the CSU system as a way for students to be academically prepared for college. Other levels have also adopted ERWC units. The performing arts department has monthly district meetings in the district office to report progress of students, numbers of students, levels of students, and readiness. Skyline College and CSM are often invited to the school to work with students. Students can enroll in any course approved by counselors at the colleges where students will receive college credits at no cost for enrollment. The Performing arts department will host joint concerts with the middle schools in the district to help students with the transitions. The middle school students also join the marching band for one football game event per year. There is also a large ensemble festival hosted every year, this is available for every school in the district to join in. 8th graders visit our school for an evening in the Spring and see presentations from each department as part of the 8th Grade Showcase for all curriculums. Students take college classes concurrently at the community college, we also offer college classes on the high school campus (Hermanos/Hermanas and Kapitaran) Community college representatives visit weekly to offer support in enrollment and information Community colleges provide visitations to their campus to expose our students to the various programs offered on their campuses Counselors report to records (CALPADS) the students who have completed A-G requirements The AVID classes do college research and visit colleges twice a year. The AVID program also conducts 8th grade recruitment presentations and interviews at the middle schools. The national AVID Center usually collects data from AVID seniors about colleges they have been accepted to and are planning to attend, but with AVID teacher turnover at SSFHS, this data has been inconsistent in recent years. Special Education students receive transition services through their IEP, which includes career inventories, tours of college campuses, disability training, job applications, and mock interviews. We do not use follow up studies of graduates to learn about the effectiveness of the curricular program. Many teachers stay in contact with graduates and get updates through their personal connections.	District Art Show ERWC Curriculum Website and Binder District meetings for the performing arts is the 3rd thursday of every month Evidence of Skyline and CSM working with the performing arts department can be seen with student enrollment. 8th Grade Showcase for all curriculums There is a lack of follow-up studies with graduates to evaluate students' readiness when starting colleges and universities with regards to science. College transcripts Fliers, ,attendance sheets Attendance sheet, registration CALPADS report Field Trip Forms, Fliers, 8th grade AVID Application & interview notes, AVID Center data SSFUSD transition surveys Individual transition plans in IEPs Teacher and student connections
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B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
The counselors meet with each student to review and discuss graduation/A-G requirements 2x yearly. Students have the option of choosing classes based on A-G/high school requirements. Counselors have individual meetings as needed with student, parent, teachers to make change/discuss adherence to A-G/high school requirements. The counseling department plans a career fair yearly. Students get to choose 3 career presentations they wish to attend. Prior to the students choosing a career presentation, a career survey is sent to all students to determine which careers need to be represented to insure that students' interests are addressed. The counseling department organized an open forum college fair during extended lunch to expose students to postsecondary options. A college panel presented to the school population about admissions, college life. Students may request to see their counselor for academic/personal/social emotional needs/concerns. Counselors offer college application assistance. Students have the option to take industrial course electives such as auto shop, woodshop, or electronics. 11th grade students attend a job shadow day at Genentech to explore biotech options. The science department showcases a variety of job opportunities in sciences, with special attention given to the variety of occupations available in Ecology, Paleontology, Geography, Chemistry, Biotechnology, Health and Medical industries. Students have access to AP Music Theory class. AVID is a four year program that stands for Advancement Via Individual Determination. Students join because they have goals of attending a four year university after graduation. Every year, the students do college research and how to get into their colleges of choice. During the senior year, they get support with college applications and financial aid. Sophomore year includes Road Trip Nation curriculum to explore career choices. Senior year has regular visits from counselors to assist with college and financial aid applications.	Copies of student course request form with student and parent signatures. Counselor requests, appointment calendar, changes are reflected in the data system Career survey and the results from survey. Panel attendees Course scheduling/counseling office. Request to see counselor form List of attendees, Genentech video The units offered in biology showcase to freshmen the variety of jobs available in science. AVID Curriculum

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that include real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
The math department adopted new Pearson textbooks for Algebra 1 Geometry, and Algebra 2. These textbooks provide rigorous performance tasks and physical workbooks. The textbook publisher also provides MathXLfor School which allow students to work on assignments that provide immediate feedback and help. Algebra .5A and .5B also use IXL.com, an online program for students to practice and reinforce the specific previously learned algebraic skills. This program also gives immediate feedback. Computer Science classes teach students computer programming languages used in the technology industry. World Language courses use the ACTFL Can-Do statements to include real world applications, examples include that students should be able to understand movie times, ask for directions, or order a meal. The ELD classes adopted the English 3D curriculum that offers readings that aim to engage students with rigorous, complex informational texts that present real-world issues relevant to teens' lives. All students are eligible for college prep classes, there are some course prerequisites that limit entry to higher level classes. Students create artwork that includes elements or graphic design and illustration. IEP teams evaluate the least restrictive environment for special ed students in order for them to have access to rigorous, relevant curriculum. DemocracyLIVE! Allows for students (16 years of age and older) to act as paid poll workers during elections. South San Francisco Youth and Government Day allows students to meet elected and appointed city officials, attend City Council meetings, and participate in their own mock meeting.	Teacher syllabuses IXL.com Curriculum for AP CS (Java) and Exploring Computer Science (Python in the 2nd semester) World Language Student Assessments and Rubrics English 3D Textbook Course prerequisites found in Program Planning Handbook College prep Biology is a requirement for graduation Teams use services page on individual IEPs

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
We have a Course Preview Day for students to preview elective courses they may be interested in for the next school year. Students take a year of visual or performing arts to satisfy graduation and a-g requirements. Art/Ceramics/Photo students take part in a district wide art show at the local municipal center each Spring. Exceptional artwork from the district art show is displayed both at the municipal	Schoolloop registration Copies of student course request form with student and parent signatures.

building and at city hall for several weeks after the art show. Parents, teachers, and students collaborate on Schoolloop to monitor progress in classes. The counselors meets with each student to review and discuss graduation requirements 2x yearly. Students have the option of choosing classes based on A-G/high school requirements. Back to school night is offered within the first couple weeks of every year to give parents and students a chance to meet the teachers and establish lines of communication. AVID, Special Education and the ELD departments held a separate Back-to-School Night events for parents in order to increase parental involvement. The District created the African American Parent Advisory meeting to help with monitoring and collaborating about students' educational goals. The Latino Parent Group, run by Spanish-speaking parents, meets monthly to discuss academic opportunities. Biology department offers office hours every Thursday where students can seek help or guidance. Students in elective classes are able to attend group presentations from various art and design schools. Art Institute, FIDM, Art Academy, are a few of the schools that visit students. IEP meetings- All stakeholders including the student are invited to have input in the IEP for the students to allow for more success in the classroom Google Classroom and SchoolLoop offer opportunities for parents and students to monitor student progress.	Fliers from the event and parent sign-in forms the day of. Google Classroom websites Career center coordinates seminars.
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Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
There are 8 classes of AVID, two classes at each level. AVID aims to prepare students to attend a four year university after high school graduation. AVID offers fall and spring field trip opportunities for students to tour colleges. Each year AVID students must complete community service hours - ideally students use this as an opportunity to explore possible careers and begin networking. Our advanced Auto Shop students take a field trip to Skyline College to tour, review of prerequisites, and program requirements to the Automotive Technology Program. The Capstone Project, a requirement for all students in their senior English classes asks them to find a mentor in their field of interest and complete 25 hours shadowing them. This allows students to connect to professionals and to form networks with them. Academic Instruction (Special Education) senior English completes a modified Capstone Project, which involves 15 hours of volunteer service in their field of interest and research into into post-secondary goals. Regular education elective teachers collaborate with special education teachers to support the special education students in class. Common Finals are used to ensure that all students have met the requirements and are prepared for students' transition into college, career, and postsecondary high school	College statistics for AVID seniors Field trip form for Automotive Field Trip CS Fair partnered with TEALS (Microsoft) Capstone Information Packet AI Capstone binder

options. Biotechnology frequently communicates with Genentech to establish communication with mentors, opportunities, and programs at local colleges. Counselors meet with students to discuss post secondary plans and provide resources for options. Counselors follow up with seniors in regards to finalizing their post secondary process (housing,scheduling classes...) IEP teams develop Individual Transition Plans each year to evaluate student goals and needs for post-secondary life.	Common Finals between courses Genentech mentors and the Biotechnology teachers as communication. Student college portals ITP Plans and SSFUSD Student Transition Surveys
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Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

As curriculum is adopted, lessons developed and standards met, students are receiving a quality education and are being prepared for college and careers.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

1. Common Core aligned curriculum is being implemented and/or are in the process of pilot/adoption in all core areas.
2. New courses, especially AP and CTE courses, have expanded opportunities for students.
3. Elective course teachers are encouraged to select and align lessons/units with Common Core standards and college and career ready standards.
4. Access to curriculum has been expanded and is becoming standard practice.
5. 14 Advanced Placement Courses offered – new courses added since the last WASC visit include World History, English Language; Computer Science, Music Theory, Chemistry, Physics, and European History
6. Increase in student enrollment in AP courses
7. Diverse subgroups (Latino, Filipino, EL, Pacific Islander, and African American students) increased in enrollment in Advanced Placement courses
8. 5 Honors courses offered in English 10, Geometry, Chemistry, Biology and Economics
9. 2 CTE Pathways developed (Arts, Media and Entertainment; Auto Mechanics)
10. Development of other CTE pathways (Biotechnology and Computer Science)
11. Wide variety of Electives courses
12. Offers 8 sections of AVID (2 per grade level)
13. AVID Program is “Highly Certified”
14. Offers Edgenuity Credit Recovery classes for students behind in credits
15. 72% of staff feel that SSFHS offers an adequate number of AP and Honors courses
16. 50% of English-speaking parents and 92% of all Spanish-speaking parents feel that SSFHS classes have prepared students for participation in the world of work, post-secondary education, and citizenship.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

1. Explore ways to follow up with graduates to inform curriculum decisions for post high school preparation.
2. Explore ways for core departments, eg: English and Social Studies, to collaborate more effectively on projects such as History Day.

3. English Language support throughout the curriculum for EL students
4. Although student enrollment and course offerings has increased, 53% of the students enrolled in AP courses pass with a score of 3 or higher

***The above information is from the disaggregated data collected from a) Chapter II: Student and Community Profile; b) Chapter III: Self-Study Findings from Focus Groups; c) California Healthy Kids Survey, (Note: in the CHKS many student responses indicate neither “disagree” or “agree” an the data collected was district wide and not site specific) and d) Staff, Student, Parent, Padres Surveys. The data collected from the surveys were small sample sizes (956/1360 students or 70% students; 45/100 or 45% staff members not including walk on coaches or nutrition services; 68 English speaking parents, and 59 Spanish speaking parents took the survey). From the aforementioned data, strengths, areas of growth, and critical needs were identified.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with *Prompts*

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
Visual Art: Students create works of art through the technical processes necessary to construct them based on a variety of themes and concepts. They think critically about ways to solve the challenge of composition as well as the invention of ideas. Students accomplish this by observing works by established artists and art movements, cultural traditions, and history in art and craft, teacher led demonstrations, critiques of various works including from their peers, brainstorming activities such as sketches, and personal art making exercises and ultimately in the design of their projects. Social Science: Students participate in a variety of experiential learning activities throughout the year. Not only do students engage in simulations, technology-driven projects and activities that focus on the development of historical thinking skills, all Sophomores and Juniors participate in National History Day, a year-long student-driven research project. Sophomores learn how to conduct library, online and field research as well as presentation and thesis writing skills. Juniors focus on refining those same skills and learn how to write a research paper with an annotated bibliography. Both grades compete in the school competition in March and create a physical project which could include a website, exhibit, theatrical performance or documentary film. Science: Students in all science classes are challenged to understand and analyze a variety of information presented to them in multiple modalities. For instance, students are generating and creating claims for science problems, identifying relevant evidence and then providing reasoning that connects evidence to their	Visual Art: Assignments Art projects Social Science: History Day Projects Science: Chemistry labs, Biology labs,

claims. Students engage in laboratory experiences that develop sensory-motor skills as well as engineering practices as described in NGSS. Students have the opportunity to implement their skills and knowledge in activities such as building catapults and mousetrap cars, growing yogurt cultures and altering bacterial DNA using CRISPR technology. Students evaluate experimental results and draw conclusions based on the outcomes of their experiments. Students are also given opportunities to communicate their results with powerpoint presentations and debate forums. Biology teachers use curriculum that is moving toward alignment with the Next Generation Science Standards. Students utilize models to learn about biological phenomena. Through the Genentech supported Biotechnology unit, students are able to learn to use tools and techniques such as micropipettes, gel electrophoresis, and polymerase chain reaction, which are used by scientists in their laboratories. PE: Fitness Gram- Fitness Data: Every student does a run so that they can achieve a passing mile time. Students are involved in team sports beginning as ninth graders. All classes have a fitness Monday where the students may do push-ups, curl-ups, sit and reach, or a fitness game. Students learn strategy, critical thinking, working together. Students work independently with a partner to complete their specific workout in the weight room. Student on a medical PE complete written work in the library so the student is researching online, through newspapers, magazines, and books to complete their work. Students are assessed through Fitnessgram at the end of the school year. ELA: Students are required to complete a minimum of four summative assignments each year. These assignments include at least one each of comparative/synthesis, narrative, persuasive/argumentative, and research essays. Proficiency in the completion of these summative assignments guides lesson planning, and serve to demonstrate the students' mastery of standards in reading and writing. Educators assess student work with reference to pre-established rubrics which prioritize critical engagement and include organization, citation methods, mechanical proficiency as well citation practices and MLA format. ELA teachers require students to present their work, providing a means to assess verbal and discursive proficiency. Educators design their lessons with these goals in mind, and learning tasks are a tool to generate the desired proficiency and prepare students to successfully complete their summative work. Learning tasks are a means for teachers to present material in a variety of mediums, including film, audio, textual, and presentational formats, while summative assessments require that students also use a variety of mediums in order to convey their own understanding of the material. In so doing, teachers address students diverse learning needs. Students who require additional support are able to attend Homework Center after school, and students with learning disabilities are enrolled in tutorial classes, in which they are given individual support and additional time to complete their course work. In English 1H, students are assessed through in-class writing assignments. For example, the students must read a text the night before and be able to write a paragraph that answers the prompts. Prior to this assessment, students are given opportunities to practice writing paragraphs to the same prompt with	Physics labs, Biotechnology labs, Earth Science labs, History of Life project, Biome project, Genetic counseling disease project PE: Fitness Gram / Fitness Test Record of push-ups, curl-ups, sit and reach, video of students in fitness game, heart rate monitoring Work-out posted on the whiteboard (picture) Student work Standards for individual lessons are listed or displayed during class ELA: Essay Rubrics and Assignment Sheets Teacher's Google Classrooms and presentations for class lessons Assignment Rubrics and Notes
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guidance. Teacher's guidance includes graphic organizers, sentence frames, and think-alouds. Upon grading the student's assessments, the teacher provides feedback based on the most common issues that arise in the students' writing. Feedback is given through a reteach of the skill with a special attention to the skills of the highest need. Student's work is sometimes anonymously displayed on the projector for students to analyze. This allows students even more practice with the rubric by analyzing and discussing the strengths and weaknesses of paragraph(s) in the sample. The English department recently adopted new textbooks district wide at all grade levels in order to meet the California state standards, provide rich learning opportunities for all students and that coincides with the pacing guides. Students also read a wide range of fiction and non-fiction books, poetry and short stories that foster communication skills, literacy, and a deeper understanding of the literary tradition. English Learner: English language development teachers implement the English 3D curriculum where students learn English through familiar routines where the teacher provides models and numerous opportunities for students to read, speak, write, and listen to target vocabulary of the lesson. Practices include choral reading, partner share, echo reading, think alouds, and class discussions. Graphic organizers and sentence frames are utilized frequently for students to support them in acquiring academic language and content specific vocabulary. Daily Warm Ups/Do Nows are assigned in the beginning of the class in which students must demonstrate understanding or a skill. EL students in the "Newcomer" program are mainstreamed into non-EL classes or regular classes after attending school for more than 24 months. The EL classes typically include one bilingual paraprofessional (depending on class size) who assists teachers in providing instruction to EL students via interpretation and assure understanding of material being presented. In English EL class, warm-ups at the beginning of the period are helpful to calibrate the EL students level of English and the subject matter. In the EL History class, the teacher puts the students in groups with one student who is more proficient with their English to act as leaders to help guide their group. In their math classes, the curriculum is modified to accommodate the EL students' English proficiency as they are learning both math and new English math terms. In science, the students work in lab groups to help each other with the assignment. Special Education: Special Education students are initially assessed. Once the formal assessments are completed, the IEP Team, including the parent and student, will determine their academic and social emotional needs based on the informal and formal assessments, including additional input from the General Education Teachers. The student will ideally be placed in the Least Restrictive Environment (LRE). Since each special ed student has different needs, the criteria for their graduation requirements is dependent on several factors and their placement. Additionally, as part of their IEP, each student has transitional goals starting in 8th/9th grade. The transition portion of the IEP helps guide the Case Manager towards each student's goals, such as college, a vocational program, or the Adult Transition Program. Once a placement has been determined for a student with an IEP, Spec. Ed involves students in challenging their learning experiences to achieve their academic standards based on their Individual Needs. The student is being challenged by adhering to some of the curriculum and expectations of Curriculum based on their needs and progress on their IEP goals. Students who are receiving more Spec. Ed. services may be in a smaller	StudySync Curriculum English 3D Curriculum Materials Para Assignments And Student Schedules Student Notebooks and work Student IEP and assessment data Student Schedules and Education Specialists' caseloads
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classroom environment, with more accommodations and/or modifications. Extra time on tests and checking for understanding are used most frequently. Each student with an IEP is placed in a program according to their needs and offered a placement in LRE. It is quite common for some students to participate in one or more General Education core classes according to the formal and informal assessments, IEP goals, and areas where students' have a strong academic showing. Community Based Instruction program (CBI) regularly uses online resources to research career clusters, job outlooks and salaries, educational requirements, and to take interest inventories using www.cacareerzone.org French and Italian: Students are assessed using the ACTFL (American Council for the Teaching of Foreign Languages) standards called can-do's. Math: Teachers administer FALs (formative assessment lessons), POMs (problems of the month), MARS (Mathematics Assessment Resource Service) tasks, and performance tasks throughout the school year to challenge students and evaluate their level of understanding. Students also create posters to demonstrate mastery of learned concepts then present to class. Teachers use gallery walk and carousel rotation to have students critique their peers.	Student Assessment Data SVMI resources Posters
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Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
Students in science classes perform work toward specific educational objectives provided at the start of a lesson. These objectives are derived from the NGSS.	Observations
ELA: Academic goals are posted on the board along with the daily agenda. Teachers explain what the class is specifically focusing on each day. Teachers model examples of success in assigned tasks. Teachers share rubrics with students, ensuring that expectations are established. Furthermore, teachers ask students to assess sample work using the rubric appropriate to a particular assessment. This provides a formative assessment to ensure understanding.	Peer editing
Math and EL Math: Academic goals and learning objectives are communicated daily to students. Teachers also put objectives on their agenda boards and students' notes. Teachers also use, do-now/warm up, closing activities and exit tickets to informally assess proficiency.	Students' work.
Exit tickets help students understand the expected performance levels for each lesson.	See notes, whiteboards, and assignments on School Loop

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
Visual Arts: As all students, including new arrival English Language Learners and Special Education students, have access to Art courses, differentiation of instruction is a critical aspect of all Art courses. ELA: Students construct Powerpoint presentations, video projects. Document cameras are used for modeling. Audiobooks and other audio supplements are supplied to EL students. Students also complete visual and graphic assessments, such as posters, game boards, and comic strips, along with traditional written assessments. Seniors create blogs to document their research projects. Teachers include reading strategies, such as cloze reading, in which students must read missing words left out of each passage. ELD classes also include echo reading strategies. Math and EL Math: Mini whiteboards, station activities (allow for differentiation), math bingo game, algebra tiles, IXL.com, MathXLforSchool.com, pearsonrealize.com, desmos.com, khanacademy.org, kahoot.com, Kuta software, ExamView, FALs from map.mathshell.org, POMs and MARS tasks from SVMi are some of the Math resources we use in classrooms to-supplement the textbook and integrate technology into the classroom. Classrooms are structured in a variety of ways including individuals, pairs, and/or groups to provide opportunities for students to learn and teach each other in math. These activities provide students with the ability to self-check, evaluate errors, see a variety of instruction, allow different points of entry, improve current levels of performance, and the ability to learn at their own pace/level. Science: Teachers use motion sensors, photo-gates, force probes and other digital sensors to collect data. They also use online instruction tools such as MOP interactive online problem solving, PhET online interactive simulations and Cinema Classics videos to enhance instructions. Teachers also use Smartboard technology, podcasts and Google slideshows to enhance instruction. Several SmartBoards are now outdated or have been removed. Chemistry rooms have both an updated board and a new mobile SmartBoard. Every effort is made to accommodate IEP requirements, including preparing lecture notes for paraprofessionals to use with students, and PUSH classes with a SPED teacher supporting all students and modalities. All SPED classes recently received chromebooks and a cart. These are helpful to both students and teachers in tutorial and AI courses so teachers and paraprofessionals are readily available to assist with online curriculum and project work. Some students with visual challenges are also given access to a larger screen, or can make posters with large type paragraphs to help with acquiring information and understanding. Based on teachers surveyed, 76% responded that they provide many opportunities for students to apply previous knowledge.	Physical and video demonstrations Chromebooks and Google classroom (translation in Google). School Loop assignments and Google Classroom assignments New Chromebook carts

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
ELA: Teachers use powerpoint presentations and other slideshows to present material to students. Teachers incorporate media into the curriculum, including film, audio, visual arts in order to provide a variety of texts, and to ensure students are able to access complex texts. Teachers use document cameras to model work. Students analyze and read various texts which include article, essays, reviews, speeches, songs, poems, novels, and short stories. Some of the texts are accompanied with music or an audio reading of the text to help assist students in comprehension. Students create digital slide presentations in which they are expected to demonstrate computer literacy as well as public speaking.	Lesson Plans Texts Student Work

Science: Teachers utilize online simulations to allow students to test hypotheses of scientific phenomena. Teachers show Youtube videos and documentaries to help students visualize and relate more effectively to phenomena. Teachers check for understanding with online and app-based quizzes such as Kahoot!, Plickers, and SMART. In Biotechnology, students learn to use equipment such as Polymerase Chain Reaction machines, gel electrophoresis machines, microcentrifuges, and micropipettes. Students in Biology classes learn to use sensors that measure light intensity, temperature, and humidity, which connect to apps that visualize their data in real time. Science teachers teach students to use motion sensors, photo-gates, force probes and other digital sensors to collect data. They also use online instructions tools such as MOP interactive online problem solving, PhET online interactive simulations and Cinema Classics videos to enhance instructions. Teachers also use Smartboard technology, podcasts and Google slideshows to enhance instruction. 85% of teachers surveyed use activities for student application of skills.	Field Trips, Guest Speakers, Hands-on Labs, College Visits (AVID)
Math and EL Math: Teachers took a course over the summer called “Mathematical Mindsets” (Boaler) to improve instructional methodology to better support students. Teachers are currently involved with PD with SVMl – Summer Coaching Institute Follow Up. Teachers attended textbook/online supplement training over the summer. Classrooms link science to math through articles from current events. EL math teachers are attending (on-going) PD workshops on ELPAC (English Language Proficiency Assessments for California) to learn about the new EL Standards so staff can improve on instructional curriculum and strategies	Online Course at Stanford University (Youcubed) SVMl Pearson/MathXLforSchool NYT Science PowerPoint and videos

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
Science: Students are given the opportunity create their own scientific question that they can then explore through scientific methods and reach conclusions to problems that are of interest to them. Teachers facilitate the investigative pursuits of the students and guide them toward their own conclusions. Students work independently to accomplish their goals and communicate their results to their peers in an equitable manner. Students are questioned equitably through various techniques to ensure that all students have the opportunity to participate and share their ideas. Students are encouraged to raise their own questions and answers.	Equity sticks, equity cards, random number generators Teachers available during lunch, before/after class.

English Learner Courses: Observations showed teachers motivate and encourage students in order to facilitate their learning process. Math and EL Math: Teachers use group work and gallery walk to facilitate and coach students to learn. Peer teaching is another avenue where students learn and teach one another and the teacher only facilitates. Social Sciences: Sophomores and Juniors work on History Day projects through the school year based on a research topic of their choice (that relates to the year's theme). Staff members assist students in using library resources to conduct research for their chosen topics. In addition to a research paper, students also create a physical project in a medium of their choosing (presentation board, documentary, and website). ELA: Projects/Essays often include multiple prompts based on the unit that students can choose to explore with assistance from their teachers. Senior Capstone projects allow seniors to explore self-chosen research topic in depth throughout the school year as well as a chosen career field with a mentor. Literature circles, philosophical chairs, Socratic seminars, etc. are used to create discussion forums and allow students to assume facilitator/leadership roles.	Students' work
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Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Science: Students run year-long independent lab experiments and research projects that connects the concepts they learned to real world situations Math and EL Math: Teachers give students word problems, real-life problems, and 3-acts math requiring students to apply prior knowledge and skills. Students are instructed to demonstrate their work on posters and papers with explanation for their findings.	Lesson plans, labs and lab reports. Students' work

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
English Learning Courses: Students benefit from higher level thinking students. Lower level performing EL students are grouped with at least one or two higher	Pair, group and whole class communication of target skills

performing EL students, but students are also offered the opportunity to excel on their own if desired. Math: Students present reasoning in how they solved a problem. POMs (problems of the month) provide different levels of access Peer teaching requires students to access higher-level thinking and communicating. Project-based activities/presentations	Posters
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C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Both hardware and software are utilized to facilitate the learning of EL students. New chromebooks are provided to students to aid in their learning by using different softwares: Google classroom, Kahoot, IXL, PowerPoint, MathXL, and Desmos.	Chromebooks and Software: Kahoot, IXL, PowerPoint, MathXL and Desmos.

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
The best example, and an area where SSFHS excels, is in the use of the National History Day program to teach research, historical analysis and synthesis, and ultimately a project presentation. All Junior US History and Sophomore Modern World History students participate in History Day, along with AP US History, AP World History and AP European History (new 2017-18). All classes are taught to use databases available through the Public Library system (PLSInfo.org) and requirements include primary source documents to support a claim within a given theme. Students choose a type of project, but no matter the form, a research paper or annotated bibliography and process paper are required, along with a presentation to judges and students. SSFHS has been involved in History Day for many years at the Junior level, with the inclusion of World History in 2016-17. Examples of “beyond the textbook” abound in every curricular area: Government and Economics requires students to engage in current news articles and videos; Writing, research and text analysis are embedded in ELA and incorporate articles, videos and lyrics; Dance requires a dancer profile paper; Folklorico does a research project about a region and its culture. Biology classes, in cooperation with the Earth Club, have begun garden projects (2016-17) that involve soil testing and analysis, planting procedures	History Day curriculum, competition week calendar, student work and presentations. Student work throughout the curriculum.

and maintenance and care. In math and EL math classes, all students have access to the physical and online textbook and practice workbook. Teachers use Kuta Software and TPT (TeachersPayTeachers.com) worksheets to supplement curriculum. Algebra .5A, .5B and EL Algebra 1 students all have access to IXL.com for skill practice in class and at home.	Garden Project: F/G Wing Quad Pearson.com IXL.com Teacherspayteachers.com
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Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
Real world experiences for students are mostly program based with one school wide event call Career Day. The effectiveness of these programs is unclear, and anecdotal, at best. SSFHS courses, especially our CTE courses, give students real world experiences. It is unclear what career preparation curriculum is embedded in the new StudySync ELA curriculum. Junior and Senior students typically have assignments that involve creating a resume, preparing and giving presentations to their class, and giving and receiving feedback and constructive criticism. Work Experience and Community Service courses focus on real world experience and weekly meetings have specific career-ready curriculum Part of the AVID curriculum is the “Roadtrip Nation” program. College and Career counseling present events such as Career Day, and College and Career fairs. Genentech/Junior Achievement partnership provide the Job Shadow Day experience, focused 2017-18 on Sophomores and Juniors. Senior Capstone Project requires every senior to decide on a “physical project” in which they are encouraged to explore a career or area of interest with a mentor. Youth in Government program involves Senior students in shadowing local government officials and exposes students to the inner workings of city and/or county government. Students who qualify (age at a given date) can be poll workers for local, state and national elections in San Mateo County	Work Experience Community Service Teacher Aides Peer Counselors Genentech/JA Job Shadow Day Career Day College and Career Fairs Youth in Government Biology Garden project Field Trips Senior Capstone Project Course specific guest speakers, volunteers, career exploration Automotive field trips, competitions Election workers

Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

Instructional criteria are met and are effective, with some variance in departments/curricular areas. Despite turnover in staff, department members and co-teachers work together to maintain consistency and continuity.

Prioritize the areas of strength and growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

1. Special Education department and communication regarding students is a strength. Teachers work together to strategize and meet the needs of students with special needs.
2. Elective courses, especially CTE and VAPA, have been heavily impacted by the “newcomer” program and the increase in our special education population. In spite of little training to support these teachers in working with these special populations, curriculum is modified, instruction is differentiated and communication around student needs is taking place.
3. Offers ELD English Newcomer Program for new immigrant students to the U.S.
4. ELD Program across the curriculum (Science, Math, Social Studies, English)
5. Offers Special Education Co-taught classes that are mainstreamed in General Education
6. 89% of students use Schoology to check grades and 71% said that their teachers use it regularly to post grades. 82% of teachers said they use Schoology to post grades; 97% of parents check their students grades using Schoology and 81% of Spanish Speaking parents do as well. 75% of parents surveyed said that their student's teachers use Schoology to post assignments regularly, and 87% of the Spanish Speaking parents surveyed agreed.
7. 87% of students, 91% of teachers believe teachers use variety of instructional tools;
8. 86% of staff believe that students can achieve at high levels.
9. 91% of staff consider students' background, culture, and experience in their instruction
10. 56% of the staff surveyed said that they use disaggregated student performance data to inform their teaching.
11. 91% also employ a variety of strategies to evaluate student learning.
12. 56% of English-speaking parents and 87% of Spanish-speaking parents reported feeling satisfied with the quality of instruction at SSFHS

Category C: Standards-based Student Learning: Instruction: Areas of Growth

1. Differentiated Staff Development, and more long term planning of staff development time to allow teaching staff to develop/share instructional strategies and learning activities based on the type of curriculum and program of instruction.
 - a. Example: French, Italian, CTE, Art, Ceramics, and Dance programs all rely on students entering and continuing in the program to take advanced level

courses. Instructional strategies in these programs are decidedly different than in those where A) courses are required, and B) teachers teach 1 or 2 levels: Math, Science, English, Social Studies, etc.

2. Explore opportunities to develop and share best practices in instructional strategies for both Core and Elective courses.

***The above information is from the disaggregated data collected from a) Chapter II: Student and Community Profile; b) Chapter III: Self-Study Findings from Focus Groups; c) California Healthy Kids Survey, (Note: in the CHKS many student responses indicate neither “disagree” or “agree” as the data collected was district wide and not site specific) and d) Staff, Student, Parent, Padres Surveys. The data collected from the surveys were small sample sizes (956/1360 students or 70% students; 45/100 or 45% staff members not including walk on coaches or nutrition services; 68 English speaking parents, and 59 Spanish speaking parents took the survey). From the aforementioned data, strengths, areas of growth, and critical needs were identified.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
SSFHS has not had a systematic or effective assessment process regarding state tests since STAR testing. We have not examined CAASPP results as a faculty, nor had any regular or annual presentation from the district regarding our student scores. Administrators review data and present to the Board regarding annual scores, but there is no process in place that is a feedback to teachers on meeting academic standards from CAASPP data (11th grade). Data is available in links on the school website for parents and community, and is collected on the state Ed-Data website. For national data, AP exams are evaluated annually. CAHSEE and STAR were used previously, now CAASPP is administered every spring to 11th grade students. CELDT - Replaced 2018 by ELPAC - is used to place English Language Learners in appropriate courses. SEIS Accounts provide ethnic identities for SPED students (Case Managers only) IEPs - SPED Department Standards Based Grading - grades and proficiency are used as an indicator for annual achievement. Graduation rates and transfers are calculated and collected using the Student Information System: Infinite Campus. Some teachers use projects as a form of assessment. Students typically have a choice of format to present understanding and evidence.	District and State Data CAASPP, CELDT Infinite Campus SEIS History Day Projects Senior Capstone Project Project Based Learning Standards Based Grading Standard Based Rubrics ACTFL Proficiency Guidelines: World Languages

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Annual presentation to the Board by Principal. Annual review of data and SPSA, Site Council Featured student successes and awards both academic and career related. History Day Projects	Annual PowerPoint presentation to the Board. Site Council agenda and minutes Schoolloop call outs on web page Presentations

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Any effective work in monitoring student growth is done in grade level/subject specific cadres. There is no school-wide systemic monitoring process of growth. The school staff gathers several sources of student achievement data to evaluate the progress of all students. Teachers use a variety of assessment strategies to evaluate students performance and modify their curriculum. The assessments include formal and informal methods such as teacher made tests, oral performances, projects, written assignments, and group work. The school leadership conducts formal and informal observations to evaluate the implementation of a standards-based curriculum that prepares students for the CAASSP exams. Teachers and staff utilize a variety of tools to monitor student progress, including regular progress reports, quarterly report cards, and updated credit lists on Infinite Campus. Teachers use their individual classroom assessments and observations as ways of tracking student progress.	Teacher Assessments Schoolloop Infinite Campus Google Classroom

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
Teachers use student performance data from formative and summative assessments to shape content and adjust teaching practice as needed for overall learning. Approximately 70% of teaching staff use formative assessment daily to inform teaching practice and student learning. More than 50% of the teaching staff use summative assessments monthly. Additionally, 63% of our educators meet with the same grade level colleagues in same department, 60% of the staff meets regularly with those teaching the same subject, 40% of staff meet with teachers outside their subject area, and 26% of staff meet with administration to discuss student progress and effectiveness in learning. In addition, the district provides compensation and additional training to meet with professionals outside the district to evaluate best practices for student work. The meetings focus on examining student work to check for understanding and if topics/concepts need re-teaching. Departments are currently working on priority standards which will be reviewed at the district level. Departments coordinate common activities, projects, labs (in science), formative and summative assessments. Summative assessments are generated based on common pacing guides within departments. Departments meet monthly and some meet more often to share best practices, common formative assessments and work toward developing common summative assessments to guide student learning and ensure equity. Counseling and SpEd department are effectively sharing 504 and IEP accommodations, an important part of a teacher's ability to ensure effective assessment. Specifically, SpEd department regularly shares confidential documents, asks for signed responses and checks in with weekly student progress reports.	Course Pacing Guides Lexile Level Tests Benchmark Assessments (Standards Based Rubrics) Progress/Quarter/Semester Report Cards Unit Tests Quizzes Labs\Lab reports Priority standards charts Performances/Presentations Written Assessments ACTFL Proficiency Guidelines (Faculty Assessment Survey 2018) SPED and Counseling communication tools

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Teachers regularly use both informal and formal assessments in the classroom to inform and guide future teacher instruction. These formative assessments help guide each teacher's differentiation strategy and future lesson/unit plans, which will increase the likelihood that information will reach as many students in the classroom as possible. Summative assessments are taken consistently and regularly in order to test students' knowledge and level of understanding, to inform future teaching and to check whether a subject and/or unit should be re-taught. Summative assessments are given at various times throughout the year depending on the subject being taught and the makeup of the classroom. Professional Learning Communities have begun examination of Common Core Standards. Departments have determined the priority standards (district directives) within each grade level and subject area.	Formative Assessments - Do Now, Exit Tickets, Quick/Pop Quizzes, Checking For Understanding, Testing Hypotheses Summative Assessments - Unit Tests, Group Projects, Lab work, Research Projects and Essays District goals, Agendas from PLC/Early Release, and Staff Development days

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
This is an area for improvement. Only 30% of teachers solicit student feedback about their own progress and learning. And less than 30% solicit student feedback about their teaching practices. This feedback is solicited mostly through written forms or informal interviews.	Google Forms Survey Monkey Self Assessment Setting Personal Goals Providing rubrics at the beginning of an assignment

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
Teachers and staff are unclear on district and community assessment review and monitoring. There seem to be more questions than answers for this prompt which would indicate that it is an area of need. Board meetings are open to teacher and student feedback to petition and communicate needs. The board regularly recognizes student achievement at their meetings. Parents are invited to attend intervention night meetings to review student's grades and meet with staff. Parents can also monitor student progress via schoolloop grades and communicate with faculty. The CTE department holds Advisory meetings where district, staff, students (former and present), and industry community come together to discuss pathways available at the school and how the industry members can get involved.	Parents have access to SchoolLoop/Grades for their own students. Parent Surveys Sign in sheets, Schoolloop CTE District Advisory meeting agenda and minutes

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
As stated previously, this is an area of need/growth. We do not, as a school, regularly examine assessments. English has a new curriculum this year which should facilitate analysis of the standards-based assessments that are embedded in the online curriculum program, StudySync. SSFUSD had a district-wide Math adoption beginning in the 2015-16 school year. The math department has had common assessments for many years and continues to ensure that students in every math subject have the opportunity to achieve the same level of proficiency.	Study Sync curriculum purchased district wide for 2017-18 school year. Pearson Learning Common Core textbook/curriculum

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
Historical modifications include the addition of our online credit recovery program, Edgenuity, now in its 4th year. Also our PUSH co-taught classes, with Special Education teachers being paired with general education teachers in mixed ability classes to support all learning. The use of assessment results and a continuous process to inform instruction and the school program is an area of need/growth.	Edgenuity program PUSH classes

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
Counselors and SPED case managers meet annually with SPED students to track graduation eligibility and class placement. Teachers are able to request an SST meeting when they suspect a student is struggling with content and/or class placement.	Government mandated IEP requirements.

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
The Assistant Principals takes the lead on hiring proctors for a variety of testing needs, typically former teachers. Paper assessments (AP, SAT, etc.) are typically locked in a storage closet in A-1 with limited access. CAASPP testing is all online and the district IT department controls access through the secure browser, “pushed out” to our servers annually.	Assessment records AP and SAT storage/management procedures.

Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Assessments happen and the CAASPP testing is accomplished by 11th grade students each year. Changes from the CELDT to the ELPAC for English Learners have taken place, 2018. There is little evidence that testing data is reviewed school wide or results of “nearly met” standards are used in any informed way.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

1. Curricular areas have common finals and common pacing.
2. As Common Core curriculum adoptions are developed into instructional programs, assessments have and will be developed in common and revised, as needs change.
3. All of our Departments have spent time developing and analyzing core standards of focus for each course and grade level.
4. Departments have worked to create common assessments that align to these anchor standards.
5. Received State rankings from *Educational Results Partnership* and the *Campaign for Business and Education Excellence* as one of the 1,866 schools to receive the title of *2016 California Star Honor Roll Schools*.
6. Received Nation rankings from *U.S. News 2017 Best High Schools* earning a silver medal.
7. Fall 2017 California Dashboard data revealed Students with Disabilities, Whites, Asians, and EL Students have increased significantly in graduation rates
8. ELA CAASPP data reveals that 11th graders who took the test perform best in Writing.
9. Math CAASPP data reveals that 11th graders who took the test perform at or near standards in the Communicating Reasoning category
10. Number of students taking the PSAT has increased for grades 9, 10 and 11.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

1. Development of school wide reviews of assessments and student data to inform instruction in a continual process of improvement.
2. Explore ways to solicit and use student feedback to inform instruction and classroom practices.

3. Explore ways to develop a school wide review of curriculum and instruction (D 3.4) as Common Core curriculum is adopted and developed in the classroom.
4. Fall 2017 California Dashboard data revealed Graduation rates of Filipinos and Latinos has declined
5. Fall 2017 California Dashboard data revealed Graduation rates slightly decreased (1.7%) from the previous year.
6. Comparing 2014-2015 and 2015-2016 percent of graduates, the overall percent of senior graduates declined (95.4% to 91.7%)
7. Fall 2017 California Dashboard CELDT scores reveal EL students progress declined significantly by 10% from the previous year.
8. Fall 2017 California Dashboard Graduation Rates data reveal that although Students with Disabilities had a significant increase, the graduation rate was lower than other subgroups.
9. Fall 2017 California Dashboard's College and Career Readiness revealed 42.2% of the students were college/career ready- (64% Filipino students, 50% White students, 34.7% Socioeconomically Disadvantaged Students, 31.4% Latino students, 14.3% EL, and 6.7% Students with Disability were reported as college and career ready)
10. According to EdData, approximately only 45% of the 12th grade graduates completed all of the courses required for UC/CSU.
11. 2016-2017 CAASPP ELA data reveal that 53.2% of the 11th graders who took the test did not meet standards. Data also reveals that students' weakest area in ELA is in Reading. Other areas that appear to be weak are in reading, listening and research/inquiry.
12. 2016-2017 CAASPP Math data reveal that 76.4% of the 11th graders who took the test did not meet standards. Data also reveals that students' weakest area in Math is in Concepts and Procedures, followed by Problem Solving and Modeling & Data Analysis.
13. 3-year CAASPP trends reveal that male students do not perform as well as female students in both English and Math.
14. School years 2012-2018, no more than 25 students in 10th grade qualified for CSF; no more than 42 qualified in 11th grade, and no more than 43 qualified in 12th grade.
15. 78% of teachers surveyed believe that the school does not utilize a professionally acceptable assessment process to analyze student performance data.
16. 88% of all teachers surveyed said that they use assessment results from the classroom to enhance the educational progress of students.

***The above information is from the disaggregated data collected from a) Chapter II: Student and Community Profile; b) Chapter III: Self-Study Findings from Focus Groups; c) California Healthy Kids Survey, (Note: in the CHKS many student responses indicate neither "disagree" or "agree" as the data collected was district wide and not site specific) and d) Staff, Student, Parent, Padres Surveys. The data collected from the surveys were small sample sizes (956/1360 students or 70% students; 45/100 or 45% staff members not including walk on coaches or nutrition services; 68 English speaking parents, and 59 Spanish speaking parents took the survey). From the aforementioned data, strengths, areas of growth, and critical needs were identified.

Category E: School Culture and Support/Student Personal and Academic Growth
E1.1: Parent and Community Engagement: Regular Parent Involvement

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
SSFHS PTSA, the Parent Teacher Student Association, is active and has been a foundational group of our school community for its entire history. PTSA meets monthly and committees meet as needed to plan events such as: hosting teacher appreciation events throughout the year and the senior breakfast at the end of the school year for graduating seniors. The PTSA organizes Grad Night, a safe and enjoyable event for seniors on the night of graduation or the days following. PTSA is the “go to” group should a club or event need support with food, prizes or parent assistance. Some PTSA members also serve on our School Site Council (SSC), which meets monthly to define the school's goals and objectives. The SSC is responsible for approving significant school documents that determine school policy and procedures. These documents include the Single Plan for Student Achievement (SPSA) which includes LCAP budget allocations, the School Emergency Plan and other strategies and events to facilitate communication with parents and community members. Site Council has had student membership from the ASB Vice Presidents for many years and they and parents bring events and questions about school policies and procedures, schedules, food service, etc. Site Council has also been a supporting entity for school culture events. Parents have access to staff and teachers through SchoolLoop, a website offering communication tools for parents, teachers and students. Through SchoolLoop, parents can view grades, homework assignments, and test scores. Parents can also email individual teachers. Parents can shadow students to their classes. On Back to School Night, parents meet with their students' teachers and learn about the upcoming school year. There is also a EL Parent Meeting, Special Education Parent Meeting, and AVID Parent Meeting to have introductions and meet and greet. SSFHS has worked over the past 4 years to more effectively involve our English Language Learner Parents and families. A Parent Education Series of meetings in 2013-14 has now become the Latino Parent Group which meets regularly to help parents understand their teenagers, apply for scholarships, learn technology applications, etc. Through the English Language Advisory Committee (ELAC), English Language Development teachers, SSFHS staff and parents meet to discuss the ELD program. Parents provide input regarding their ELD students and program needs.	PTSA newsletters, emails, Agendas and minutes. Site Council minutes and agendas Student announcement archives SchoolLoop outreach at Back to School Night, intervention nights, through parent meetings with counselors, IEPs, SSTs. SchoolLoop daily email to registered parents and students Back to School Night programs Latino Parent Group agendas/calendar EL and Special Education Meet and Greet ELAC Agendas and attendance records, All call messages, translation support

A representative from ELAC attends DELAC meetings. SSFHS parents are active in the district-wide African American Advisory Group which meets monthly. SSFHS also has an active Latino Parent Group which is conducted in Spanish. Other cultural and identity groups have been explored, including Filipino parents and Pacific Islander parents. These attempts were not self-sustaining and have been tabled for further discussion. SSFHS subscribes to Sportsnet which allows parents and students to submit documents for athletic participation, streamlining the process for physicals and permissions and utilizing technology to support our extensive athletic program. SSFHS has active booster clubs, such as Athletic Boosters and Band Boosters. The parents in these groups provide transportation to events, chaperone off-campus events, and run concessions at sporting events. They sponsor clubs and meet monthly to further organize and plan for their organizations. The group of parents and volunteers of our Ballet Folklórico Dance Program offers support with transportation to the different field trips, as well as supervision and sale of concessions in the two annual concerts: The Annual Holiday Folklórico Dance Concert (in December), and The Annual Spring Folklórico Concert (in May). This group of parents and volunteers also organizes events to raise funds for our program; they participate annually in a campaign visiting businesses in the community requesting support for our folklórico dance program, in exchange for advertising in our Holiday Folklórico Dance Concert. Our school offers the services of a full-time college and career coordinator who organizes workshops, college presentations, and college and career fairs for all students. She also conducts financial aid seminars and college application workshops for parents and students. These are also offered in Spanish. The Career Center brings colleges and military representatives on campus regularly, including participants in a College and Career Fair, held annually. The Senior Capstone Project involves community members and parents by encouraging the seniors to become more involved in their community by seeking out a local mentor that is not a family member to guide their project and research. Parents and community members see and hear the results of this year long project by participating in the Showcase event in May of each year. Our school partners with the local Kiwanis Club to offer an active Key Club to our students; in addition, the local Rotary Club partners with our Interact Club to offer students opportunities for community service. An example of a successful partnership with local employers is the relationship with San Mateo Credit Union. They sponsor annual presentations at SSFHS on banking and financial options for students in Senior Economics and in the Community-Based Instruction (CBI) Program for Students with Moderate-to-Severe disabilities. Students in the CBI program also receive assistance and coaching from teachers and staff in opening bank accounts and using them appropriately. <i>Parents and community members are also involved in helping to prepare SSFHS students for life in the wider world. To that end, SSFHS has partnered with</i>	2016-2018 ELAC Agendas, sign in sheets, and presentations African American Advisory Group Sign in sheets Sportsnet: athletic participation School website Booster newsletters, emails, and meeting minutes; Sports Calendar Programs 7 Meetings per year Attendance records Field trips records Emails to parents Letters to parents Folklórico activities calendar Handouts and materials from the College and Career Center; Attendance records for college-related workshops; Senior Parent Night -College Night Scheduling Nights for 9th, 10th, 11th College and Career Fair flyers, communication Senior Capstone Project
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<i>community organizations to connect SSFHS students to the global community, including:</i> Kishiwada Japan Cultural Exchange -- a reciprocal program sponsored by the South San Francisco Rotary Club, students from Kishiwada City in Japan come and visit SSFHS at the beginning of each school year to interact with SSFHS students and experience American high school life and culture, while SSFHS students similarly visit Kishiwada City in June to experience Japanese high school life and culture. Global Glimpse -- SSFHS faculty work with Global Glimpse, a non-profit organization that sponsors motivated students from SSF to participate in study abroad programs in Spanish speaking countries such as Ecuador, Nicaragua, and the Dominican Republic. Participating students get to live with host families and experience the lives and cultures of these countries. SSFHS Career Day -- SSFHS sponsors an annual Career Day at which SSFHS students listen to presentations from a wide variety of professionals from the Bay Area community and get exposed to different professions. The event provides a wonderful opportunity for the Bay Area community to understand better the caliber of SSFHS students as well as gives our students a great opportunity to think about their own future careers. Government Day - In partnership with the SSF city government, SSFHS students have the opportunity to serve as a civic official for a day in the SSF city government, exposing them to civic responsibility and how government functions with and interacts with the community.	handbook Showcase Evaluation rubrics Meeting minutes from Key and Interact Club meetings Classroom Visits CBI Program participation Rotary Club Student Participants Parent meetings Global Glimpse meetings Student Participants Parent meetings Career Day Government Day
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Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
SSFHS collaborates with Skyline College, a local community college, to offer extra-curricular programs, such as Los Hermanos/Las Hermanas, which offers mentoring and academic support for our Latino students. Kapatiran is a new program (2017-18) with a similar philosophy for Filipino students. Skyline Community College Concurrent Enrollment - Students have the opportunity to acquire college credits or to recover credit toward graduation or to accelerate access to college. The Middle College program partnership with Skyline College supports those students who are ready, at their Junior year (30 students per year on average since 2015), to take on the challenge of college courses and the exploration of career areas, while earning	Hermanos/Hermanas program Kapatiran program meetings, mentors, student participant transcripts Concurrent enrollment brochures from Skyline College Middle College program

both High School and College credit. Genentech / Biotech - South San Francisco High School enjoys both a philanthropic and educational connection with Genentech, a local biotechnology firm. Genentech has donated an \$8.5 million new science building, the SSFHS Science Garage, which opened Fall 2017. Genentech also provides SSFHS with the FutureLab Scholarship program which provides more than \$100,000 in scholarships for our students. They provide professional development for teachers. Genentech also pays the salary of a Science Teacher on Special Assignment for the district. They provide a biotechnology unit within all biology classes, two full-year biotech classes, and employees volunteer at the school to assist students with real-world, naturalistic, biotechnology procedures and processes. Genentech also sponsors field trips for every science course every Spring. Genentech and Junior Achievement sponsor Job Shadow Day geared to Sophomore and Junior students. The day has been developed over the course of the partnership to be a full day of Genentech campus tours and activities for students to explore various industry sectors, such as Building and Facilities, Finance, Law, Lab Science, etc. Students meet and interact with Genentech employees and managers in each sector. CTE Advisory Committee - Representatives of various unions (Construction, Electrical, etc.), local businesses, and Community College programs meet to monitor the effectiveness and appropriateness of Career Technical Education programs at SSFHS. TPP/Workability - Students in the Special Education programs for students with Mild/Moderate impairments and students in the CBI program for Mod/Severe impairments receive job coaching and placements at local businesses, including Staples, Smart and Final, Cypress Lawn Cemetery, and others. Students are paid minimum-wage for their work hours at job sites through TPP/Workability. Fresh Lifelines for Youth (FLY) - Afterschool program for all students, with an emphasis on serving at-risk youth, providing legal education. Youth Leadership Institute (YLI) - Nonprofit organization that runs a program for students to develop self-advocacy and civic engagement around community services (e.g. public transportation, health and safety law, payday lending, et al.). StarVista - provide group or individual therapeutic interventions to students experiencing social-emotional challenges. Youth Service Bureau (YSB) - partners with SSFHS to provide a School Safety Advocate Kiwanis - The local Kiwanis Club partners with our Key Club to support community service and leadership projects for our students. Rotary - The local Rotary Club partners with our Interact Club to support community service and leadership projects for our students. Lion's Club maintains a donation box in the main office for glasses. They are a source for low income students with vision needs. Unidos of South San Francisco- community service opportunities for students. Animal Rescue Club - brings in shelter animals to teach empathy and compassion as well as traveling to the shelters to work with homeless animals to care and rehome them, as well as learn ways to educate the community in ways to solve the problems of unwanted pets.	Board minutes Student Participants Genentech Partnership documentation Scholarship Committee and student events Biotech Curriculum Teacher on Special Assignment Field Trip Schedules Staff Development activities Job Shadow Day event Flyers, Survey, meeting notes Meeting Agendas and Attendance Employment Records Attendance Club rosters and attendance Fundraiser proposals Field Trip requests
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E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
SSFHS attempts to maintain a clean and orderly campus at all times. Student groups, such as ASB, life skills classes, and Earth Club run paper and bottle recycling programs weekly. Each classroom contains paper and bottle recycling bins, and they are emptied weekly. In the instance that graffiti appears on campus, it is quickly covered before school starts, or as close to the beginning of school as possible. We have 7 custodial staff at SSFHS. There are three shifts throughout the day starting from 6 AM until 11 PM. The custodial staff is responsible for maintaining a clean and orderly school throughout the day. The staff also contributes to small maintenance and campus beautification. SSFHS strives to have an orderly school. There is a routine bell schedule with consideration for alternate schedules when necessary, such as rally and early release. Students are aware of the first bell and the tardy bell for being late. A tardy policy is in play to reduce the amount of tardies on campus with random tardy sweeps occurring throughout the year. SSFHS students have established a multitude of clubs such as: Latin Christian Catholic club, Fil-Am club, French club, Italian club, Folkloric club, Latinos con Poder, Hermanos / Hermanas, Gay Straight Alliance (Spectrum), and Voices of Struggle club. These clubs help students feel comfortable at SSFHS and create safe and welcoming spaces. Emergency procedures follow the Big 5 (county program). 2017-18 school year has seen issues with false fire alarm pulls and the evacuation plans are in the process of being revised. Drills beyond Fire/evacuation are practiced and students and teachers are informed and participate in drills. There are, as of 1/8/2018, 20 Chromebook carts of 29-36 Chromebooks. In addition, 72 chromebooks were added this year in SPED classrooms to support new curriculum, with 8 carts of 10, or 6 Chromebooks in every Special Education classroom. Chromebooks increase access and equity and were initially purchased to support our English Language learners as they are easily utilized to translate content into various languages. Additionally, they support students who need support in the area of writing	ASB Earth Club Custodial staff and schedules Tardy Policy and Bell Schedule Inter Club Council Announcements: Club meetings Handbooks Chromebook purchases, distribution, and Calendars

fluency and those that require the support of a spell check function. SSFHS has partnered with the SSF Police department and our liaisons with the city to deal with bullying on campus and cyber bullying. Anti-bullying & cyber bullying seminars are held in the PE classes during the fall semester. The school also participates in mediations when bullying has happened. Students also have discussions about safety, drug and alcohol use, and bullying in a semester long health class that is a requirement for graduation. The SSF Police department also coordinates the “Every 15 Minutes” event with Juniors and Seniors every other year, alternating between SSFHS and El Camino High School in the district. This event is scheduled before Ball/Prom (Alternating years). Students are made aware of the drug and alcohol abuse protocol at the school when they receive their student handbooks on the first day of school. Students are given time and guided reading in the handbook on the first day of school so that everyone is aware of the rules and expectations. Students, when found in possession of drugs and/or alcohol, are granted a student safety advocate. SSFHS also has a specific intervention counselor on campus to help guide students in making better choices. All SSFHS staff are required to take Mandatory Child Abuse Reporting Training and Blood Borne Pathogen Training annually. All paraeducators in moderate/severe Special Education classes are trained in CPR/AED and non-violent crisis intervention. First-aid kits are in every room and are available from our health technician. SSFUSD Technology Department has policies and procedures in place in following the CIPA laws and guidelines. The Children's Internet Protection Act (CIPA) requires that K–12 schools and libraries in the United States use Internet filters and implement other measures to protect children from harmful online content as a condition for federal funding. We have a secure internet system, allowing only SSFUSD domain users to access Google-related applications. All outside electronic communications to SSFHS is handled through district Outlook/Webmail. All general and emergency procedures are communicated at the beginning of the school year. Our school follows the “Big 5” plan. A staff handbook is given to all staff before the first day of classes. The staff handbook includes professional expectations, directories, academic and grading policies, student services and interventions, important Education Code laws, student attendance and discipline policy, and emergency plans and procedures. Throughout the school-year, we implement five emergency drills: drop, cover & hold on, evacuation, lockdown/barricade, secure campus, and shelter in place. All students and staff participate in these drills. Parents, Staff and students are given the option to be notified by the district of any emergency or district wide issues by signing up for district notifications via email and mobile devices. We have campus security staff and security cameras installed (2017) to enhance our school safety for students and staff.	PE schedule and Library Calendar. Counseling staff District and school communications and calendar Counselor staff School Safety Advocate District communication and contract: Keenan SafeSchools District and Board Policies Google/G Suite District Handbooks, Drill schedule Emergency notification system
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High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student*

learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.

Findings	Supporting Evidence
The school provides many support systems and opportunities for students to excel including: IEP/504 contracts with accommodations and tutorial periods; the AVID program; many A.P. and honors courses; after school homework center; credit recovery courses; Middle College which is an accelerated college track. For our students who are experiencing challenges, we provide multiple support systems such as weekly progress reports, a parent intervention night, an on-site school therapist, crisis counselor, an SST process, and peer leaders. The school currently does not have a disciplinary policy in place that would attempt to address disproportionality. The data shows that all the disciplinary data trends have been constant and do not show significant disproportionality; however, disproportionality exists in some groups and fluctuates per year (see 2017 California School Dashboard). For example recent suspension data indicates that there was a increase in suspension rates for African American males (+16.9%), students in Special Education (+6.6 suspended), and English Language Learners (+6.0). Additionally, Latino/Hispanic enrollment is approximately 57% and suspension incidents are approximately 60-75% for that ethnic group (+3.7). During the 2017-18 school year, site administration and the district's Spec.Ed. Director clarified and revamped the manifestation determination process to begin addressing the concerns around high suspension rates for students with disabilities. At this time, streamlined protocols for reporting classroom incidences are not regulated and in place, all teachers report incidents at varying degrees. What one teacher considers an incident, worthy of a referral to an Assistant Principal, another may resolve in-house. Teacher and administrative turnover affect the consistency of upholding protocols and practices, resulting in the inability to effectively tackle disproportionality in discipline practices and subsequent data. Our staff regularly chooses a Student of the Month in each department and offers end-of-the-year awards for exceptional performance or behavior. Our school is still in the process of identifying and evaluating various culture/climate programs, but has yet to adopt one. One restorative justice program that is active on campus is our F.L.Y.	IEP/504 Contracts AP Contracts AVID Tutorial Support Classes Football Tutorial Weekly Progress Reports School Therapist Crisis Counselor Star Vista Counselor (part time) Peer Leaders 4-year Plans Intervention Nights Homework Center Credit Recovery Middle College No streamlined PBIS practices by staff--all individual 2017 California School Dashboard data, Special Education Department meeting notes, and Manifestation Determination cheatsheet. See Student and Teacher Handbooks, discipline matrix Student of the Month Senior Awards F.L.Y. Program Emerging Leaders (ended 2015-16)

Program, in which at-risk students learn about the justice system and become youth leaders. Our school excels at the celebration of student identity, heritage, ethnicity, and culture. We have a multitude of cultural programs and clubs including Folkloric, Herman@s, Kapatiran, Fil-Am Club, French Club, Italian Club, Latinos con P.O.D.E.R., Poly Club, and Hallyu Club, Black Student Union, and Gay Straight Alliance. Additionally, we celebrate Dia de los Muertos and Black History Month through small celebrations on the Quad and in the Cafeteria. Our Ethnic Studies classes have become (since 2013-14) an excellent place for students to learn more about culture and ethnic heritage. Centered in the Social Studies department, students can take it for elective credit. We have a number of other programs that gather data, support academic and emotional wellbeing including: AVID's "Fun Friday" Restorative Justice Circles. Our school site has taken data through the PYRAMID program to measure student use of substances and sexual behavior. We have a required health class to address and educate about participation in these activities. Additionally, the school has purchased a program to track and sort various types of data in disproportionality, but only administrators have access to this program.	Clubs centered around heritage: • Folkloric • Hermanos/Hermanas • Kapatiran • Fil-Am Club • French Club • Italian Club • Latinos Con Poder • Poly Club • Hallyu Club Dia de Los Muertos Black History Month AVID: "Fun Friday" Restorative Justice Circles Health Class Collect data through surveys about school environment and health practices Purchased program to look at disproportionate data (Only Principal has access)
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Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
There has been a deterioration in the atmosphere of trust and respect between leadership and staff, beginning 2016-17 with further erosion of trust in the 2017-18 school year. Lack of quality and consistent communication is the largest issue, followed by a lack of consistency in student discipline and support of teachers when conflict arises. There are three security guards on campus to maintain a safe and orderly environment for students, staff, and visitors. Visitors are to have a brightly colored name tag at all times. Regular campus visitors from local organizations, student teachers and interns, or county staff have been given a school-made badge. Students are aware of their rights and responsibilities via the Student Handbook. Review of the handbook happens during registration period on the first day of school. The daily announcements are shown in all classrooms at the beginning of fourth period, and help to reinforce trust and respect amongst all students through use of segments and videos that students can easily relate to, such as school sports, school spirit, club activities and meetings, and school-wide events and campaigns. All Freshmen attend an anti-bullying workshop/presentation within the first four weeks	Staff Survey Faculty meeting agendas Site SSFCTA representative meetings with administration Handbooks Registration Day Schedule Teachers ' classrooms School announcement online archive

of school. Mutual respect is incorporated into numerous teachers' syllabi and is expected in the classroom. The school community embraces the individual differences of our students and demonstrates caring, concern and high expectations that are conducive to learning in and out of the classroom. The school participates in a multi-cultural week, put on by ASB and class officers. There are also culturally specific clubs that meet on a weekly basis, open to all students on campus. Although SSFHS has participated in Anti-Bullying Month, No-Name Calling Week, Day of Silence, the Use Another Word Campaign and various anti-slur campaigns in the past, the only event that we have had continuously is Day of Silence. The Gay Straight Alliance (GSA) has become Spectrum this year, and, with a new advisor, has several events planned.	Schedule for Anti-Bullying Presentation from the Police Department Student Handbook Homework Center sign-in lists Bilingual announcements Flyers addressing school-appropriate language
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E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
3 full-time academic counselors and a full-time Intervention counselor are on staff to support students with academic, college, and personal/social counseling. School has one Star-Vista counselor (part-time) available for personal counseling and group counseling. School Safety Advocate (part-time) is assigned to our school to support counseling department with crisis counseling. College & Career technician is available to students in the college and career center. College & Career technician supports counseling department by facilitating college representative visits, college fairs, career fairs, providing lists of scholarship for students and parent presentations. All 9th graders create a 4-year plan in the Spring semester to map out how they will fit all graduation requirements, A-G requirements and courses of interest in 4 years.	School Handbook Counselors Powerpoints Credit summary checklist Flyers Flyers, Calendar Flyers, Room Assignments Quarter grades reports 4-Year Plan,

Findings	Supporting Evidence
There is a direct correlation between student support services and the ESLRs, as well as a connection to the school's mission statement. Each special education student is placed appropriately in the least restrictive environment. IEPs are strictly followed in accordance with state special ed laws, and are revisited throughout the school year to assess student progress. Inclusion efforts are made for Life Skills students to participate in ASB, dance, art, ceramics, PE, and video broadcasting. SSFHS offers varying levels of academic intervention, ranging from SST (Student Study Teams) meetings involving teachers, parents, counselors and students, to 504 plans, peer counseling and daily Homework Center. Also, students may be referred to outside agencies, like Pyramid Counseling Services or Asian American Recovery Services. Students may be referred to an intervention counselor for specific needs that must be met outside of the classroom. Counselors help connect students to outside resources such as housing, food, mental and health services. If a student is part of a specific program, such as ELD, AVID or special ed, they are assigned a counselor who is familiar with those programs' specific needs. In addition, ninth grade students are assigned to a specific transition counselor to assist their move into high school. Students are encouraged to investigate collegiate and vocational opportunities through community and intern involvement. Each student is afforded the opportunity to establish a plan that allows him or her to reach his or her fullest potential. The AVID program (Advancement Via Individual Determination) is instrumental in assisting students create four-year academic plans specific to each student and their college goals. Additionally, counselors employ the "Make It Happen" college-planning curriculum from SFSU. The College and Career Coordinator is available for career and college counseling, as are the counselors.	ESLRs;SSFHS mission statement IEPs Present Levels of Performance Student Work and Student Performance videos and Programs SST feedback forms and notes 504 plans Homework Center Brochures provided by outside agencies Assigned counselors on Infinite Campus College and Career counselor meeting powerpoint presentation Freshmen year Flyers and announcements Classroom presentation notes AVID Student Four-Year Plan Flyers for visits from college representatives Scholarship opportunities

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or*

struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.

Findings	Supporting Evidence
SSFHS offers varying levels of academic intervention ranging from SST (student study teams), meetings involving teachers, parents, counselors and students to 504 plans, peer counseling, and daily homework center. For example, if a student is struggling academically or behaviorally in the general education setting, a teacher can refer a student to our SST process. SSTs are a group of members which consist of a student's counselor, teachers, parents, and student who problem solve different interventions and collect data to help the student be more successful in their setting. If a student is still struggling with the interventions in place from the SST process they may be referred for a psychoeducational evaluation to see if they qualify for additional special education services. These evaluations must be completed with 60 days. Each special education student is placed appropriately in the least restrictive environment. IEPs are strictly followed in accordance with state special education laws and are revisited throughout the school year to assess student progress through annual goal. Inclusion efforts are made for life skills students to participate in ASB, dance, art, ceramics, and PE. We also offer social emotional and behavior intervention such as mediations, Alcohol and Other Drugs (AOD) counseling group, pyramid counseling services or students may be referred to outside agencies. Students have access to our school based counselor or school safety advocate. Counselors encourage students to reach their fullest potential by taking higher level classes (honors and AP classes) and establish a four year plan with all students. Another program at SSFHS, our ELD classes are taught by general education teachers with bilingual aides. Students are placed in different classes depending on their CELDT testing scores.	District and Special Education policies and procedures, Levels of Interventions and SSFHS Referral Processes; Ed. Code Counseling Department School Safety Advocate Intervention Counselor Peer Leaders SST Documentation SPED Department documentation (SEIS system) IEP Processes School Safety Advocate Intervention Counselor Peer Leaders Course Preview Day Counselor presentations Scheduling Nights

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
There is an on-going increase in technology in the classroom, with more and more teachers receiving chromebooks to assist their teaching and support of online curriculum adoptions. Students are aware of their rights and responsibilities via the Student Handbook, which is reviewed with students during the first few weeks of school in their third	Chromebook Carts See student handbook and

period classes. The school community embraces the individual differences of our students and demonstrates caring, concern and high expectations for students that are conducive to learning in and out of the classroom. Students also take advantage of tutoring offered by both peers and staff, via Peer Leaders, Homework Center and ELL Homework Center. Each special education student is placed appropriately in the least restrictive environment. IEPs are followed in accordance with state Special Ed laws, and are revisited throughout the school year to assess student progress. Inclusion efforts are made for Life Skills students to participate in ASB, Dance, Art, Ceramics, PE, and Video Broadcasting. SSFHS offers varying levels of academic interventions, ranging from SST (Student Study Teams) meetings involving teachers, parents, counselors and students, to 504 plans, Peer Counseling and daily Homework Center and ELL Homework Center. Also, students may be referred to outside agencies, like Pyramid Counseling Services. Students may be referred to a School Safety Advocate (SSA), intervention counselor for specific needs that must be met outside of the classroom. Counselors help connect students to outside resources, Including housing, food, mental health services, etc. If a student is part of a specific program, such as ELD, AVID or Special Ed, they are assigned a counselor who is familiar with those programs' specific needs. Students are encouraged to investigate collegial and vocational opportunities through community and intern Involvements. Each student is afforded the opportunity to establish a plan that allows him or her to reach his or her fullest potential. The AVID program (Advancement Via Individual Determination) is instrumental in assisting students create four-year academic plans specific to each student and their college goals. Additionally, counselors employ the "Make It Happen" college-planning curriculum from SFSU. Ms. Belli, the college and career coordinator, is available for career and college counseling, as are the counselors. Counselors encourage students to reach their fullest potential by taking higher-level classes. Counselors establish a four-year plan with all students, which include a bi-annual transcript review, as well as enrollment in increasingly difficult classes, such as Honors and AP classes. Our AP program has seen exponential growth because of this. Students are offered many different experiences outside of the classroom, including Work Experience, Jobs for Youth, Youth in Government Day, ROP, Community Service, and Concurrent Enrollment. An Intervention counselor is available for 80% of the school week, and two outside counseling agencies are available on campus three to four days a week. The school collaborates with Skyline College, a local community college, to offer concurrent enrollment, and extra-curricular programs, such as Los Hermanos/Las Hermanas and Kapatiran.	schedule of class visits See list of clubs and resources available to students during and after school SSFHS Mission Statement IEPs, Co-Taught classes and elective rosters SSTs 504 Plans Homework Centers 4-year plans and transition College and Career Counselor Brochures provided by outside agencies Flyers for visits from College Representatives, Scholarship Opportunities AVID Student Four-Year Plan Lists of course offerings Honors and AP Program Flyers and applications for programs mentioned
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Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
South City offers a variety of sports throughout the school year. The following are the sports with the approximate number of students involved in each sport. The fall sports include girls volleyball, 20 players; cross country, 40 students; football, 50 students; girls tennis, 8 students. Winter sports include girls basketball, 25 students; boys basketball, 25 students; girls soccer, 30 students; boys soccer, 30 students; wrestling, 8 students. The spring sports include boys baseball, 30 students; girls softball, 25 students; track and field, 50 students; swimming, 25 students; boys tennis, 8 students; badminton, 45 students; boys volleyball, 9 students. Students participating in any sport must maintain a 2.0 GPA throughout their season. Grades are submitted and eligibility is checked every quarter. Requiring a 2.0 GPA to play sports encourages students to maintain their grades and do well in their classes. Many coaches require a study hall or attendance in Homework Center for their athletes who are not eligible for part of the season, but could become eligible. This year South City has 31 active clubs with an average of 15 students per club. Many clubs involve officer positions and activities that promote leadership, community service, career exploration, etc. Most clubs meet on a bi monthly basis and submit minutes, attendance, club charters and club constitutions in order to qualify as an active club. Clubs are monitored by ASB. ASB Officers and Commissioners must meet certain academic requirements. This is to encourage their continued success in academic classes. ASB officers must maintain a GPA of 2.5 throughout the school year while commissioners must maintain a 2.0. Students who fail to meet these standards are removed from the class in order to encourage them to focus on their core classes and raising their grades. Many Advanced Placement students are involved in extra and co-curricular activities. Approximately 25% of AP students play a sport, tending to lean towards individual and partner sports. Approximately 45% of the Associated Student Body Leadership class has AP students. The approximate number of AP students involved in clubs is difficult to find as many of them participate in multiple clubs. AVID is a national four-year college readiness elective program founded to support traditionally underrepresented students in getting accepted to and being successful in 4-year colleges. South City's AVID program currently consists of 2 class sections at each grade level (serving about 168 students), and the site team includes 6 teachers, 1 counselor, and 1 assistant principal. Throughout the students' 4 years in AVID they learn essential study skills (note-taking, organization, time management), explore college and career choices, create and update 4-year plans to ensure they meet their A-G requirements, complete community service hours, participate in peer tutoring, etc. The College and Career Center organizes numerous events throughout the year. College representatives often visit campus to give presentations, brochures, and meet with interested students. There is a college fair at least once a year. There is also an annual Career Day	Sports Rosters and Sportsnet Eligibility Club Rosters, Attendance Sheets, and Meeting Minutes ASB Expectations Contract Class and sport Rosters AVID Class Rosters AVID 4-year plans College and Career

where community members come to the school and all students sit in on at least 2 presentations based on that person's career path. It also holds workshops on college applications, financial aid, etc.	Center events calendar, notes, flyers Counseling events and flyers
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Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

Programs, events and athletics managed by staff and coaches function much as they always have. New teachers get involved and, universally, teachers and staff stay and do the work they do for, and because of our students.

New courses and programs rely on the strength of the staff involved, and the enthusiasm of the students with whom they work.

Prioritize the areas of strength and growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

1. Classified staff, faculty, counselors, volunteers, and coaching staff work together to maintain the extra-curricular offerings and the programs and athletics that engage students across the population.
2. The unique and generous relationship with Genentech at the site and district level allows us to offer students amazing opportunities that are found nowhere else.
3. Teachers and staff have high expectations of students.
4. Offer over 40 clubs and 26 athletic teams
5. Diverse student population and diverse languages spoken
6. Student teachers, Student interns, and volunteers are part of the SSFHS community
7. Partnerships with local businesses and local community college
8. Suspension offenses have declined since 2014-2015 to 2016-2017
9. Expulsion offenses have declined since 2014-2015 to 2016-2017
10. Latino Parent Group, Band Guild and Color Guard, and ELAC/DELAC are well attended
11. Latino Parent Group conducted in Spanish
12. 82% of students feel that their teachers are available to them when they need them
13. 79% of students say teachers are responsive to students
14. 60% of staff in their departments believe their morale is generally high
15. 74% of the staff believe they are supported in their role.
16. 64% of English-speaking parents and 76% of Spanish-speaking parents feel that teachers respond to parents in a timely manner
17. 61% of English-speaking parents and 79% of Spanish-speaking parents feel that counselors respond to parents in a timely manner;
18. 58% of English-speaking parents and 68% of Spanish-speaking parents feel that administration responds to parents in a timely manner
19. 75% of English-speaking parents and 93% of Spanish-speaking parents feel that office staff responds to parents in a timely manner

20. 97% of English-speaking parents and 97% of Spanish-speaking parents that they discuss their students' progress report with their students

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

1. Improve and clarify communication and consistency from Administrators to staff, faculty, parents and community.
2. Improve management of, and transparency in site budget.
3. Develop and communicate Schoolwide Learner Outcomes and connect them to College and Career readiness.
4. Work with personnel to determine resources to further support EL students: unfilled paraprofessional positions, structure and consistency in policy and procedure, training of paraprofessionals in use of Chromebook technologies
5. Explore the possibilities of a 9th grade transition program and a specific transition counselor to assist 8th grade students moving into high school.
6. Ethnic diversity of the staff does not represent the ethnic diversity of the student population
7. African American, Whites, Hispanics, Two or More Races, and Pacific Islander students have the highest chronic absenteeism compared to Filipino and Asian students.
8. 2014-17 suspension offenses are highest in the categories fighting, drugs and alcohol, profanity, and defiance.
9. Fall 2017 California Dashboard Student Suspension reveals that EL, Students with Disability, Filipino, Hispanic and White have a very high number of suspensions and has increased significantly by greater than 3.0%; Socioeconomically Disadvantaged student increased by 0.3% to 3.0%, and Pacific Islander and Two or More Races were high and declined significantly by 2.0% or greater.
10. Suspension data reveals that students need social, mental, and emotional support to avoid making decisions to act on these offenses.
11. 34% of students felt that bullying and harassment was not addressed appropriately;
12. 50% of students surveyed did not feel they had a voice in making decisions at SSFHS.
13. 35% of the students do not feel safe, valued, and respected;
14. 18% of staff do not feel safe, valued, and respected
15. 39% of students and 63% of staff believe bullying and harassment are a problem;
16. 67% of staff believe that student discipline enforcement is not effective.
17. 61% of staff believe that rules and regulations are not enforced fairly.
18. 49% of staff feel that students are treated equitably.
19. 14% of staff surveyed feel that SSFHS does not foster a safe and healthy learning environment. Additionally, 6% did not know if SSFHS fosters a safe and healthy learning environment.
20. 39% of students and 65% of staff feel that there is not a good sense of school pride. (CHKS)
21. 80% of staff believe that school moral is low. In comparison, 60% of all teachers surveyed believe that morale is high within their own department.
22. 66% of students feel that they are a part of the school (CHKS)
23. Approximately 70% of students feel that they do not have a voice in deciding class activities or rules.
24. 38% of students reported that "the things they do, do not make a difference"

25. 44% of the staff surveyed felt that they either did not know if cooperation between departments and other departments was happening or felt it was not occurring.
26. 59% percent of the staff surveyed believe that school leadership employs a wide range of strategies to encourage parental and community involvement. Another 10% were not sure if school leadership employs a wide range of strategies to encourage parental and community involvement.

***The above information is from the disaggregated data collected from a) Chapter II: Student and Community Profile; b) Chapter III: Self-Study Findings from Focus Groups; c) California Healthy Kids Survey, (Note: in the CHKS many student responses indicate neither “disagree” or “agree” and the data collected was district wide and not site specific) and d) Staff, Student, Parent, Padres Surveys. The data collected from the surveys were small sample sizes (956/1360 students or 70% students; 45/100 or 45% staff members not including walk on coaches or nutrition services; 68 English speaking parents, and 59 Spanish speaking parents took the survey). From the aforementioned data, strengths, areas of growth, and critical needs were identified.

CHAPTER IV:
SUMMARY FROM ANALYSIS OF IDENTIFIED CRITICAL STUDENT LEARNING
NEEDS

Prioritize the growth areas from the five categories.

PRIORITY GOAL 1: SCHOOL CLIMATE

1. Improve and clarify communication and consistency from Administrators to staff, faculty, parents and community.
2. Improve management of, and transparency in site budget.
3. Develop and communicate Schoolwide Learner Outcomes and connect them to College and Career readiness.
4. Explore the possibilities of a 9th grade transition program and a specific transition counselor to assist 8th grade students moving into high school.
5. Develop a school-wide process to revise and regularly review Vision and Mission Statements.
6. Review data from multiple sources to inform decision making and goals. (not academic)
7. Explore ways to follow up with graduates to inform curriculum decisions for post high school preparation.

PRIORITY GOAL 2: PROFESSIONAL DEVELOPMENT

1. Differentiated Staff Development, and more long term planning of staff development time to allow teaching staff to develop/share instructional strategies and learning activities based on the type of curriculum and program of instruction.
2. Explore ways to make existing staff/faculty meeting times more effective in accomplishing school-wide goals. Existing meeting/schedule times such as: Faculty meetings, Administrative Council, and Teacher Planning time.
3. More collaboration time to engage faculty and staff in addressing critical student learning needs, professional development, and schoolwide goals.

PRIORITY GOAL 3: ACADEMIC ACHIEVEMENT

1. Development of school wide reviews of assessments and student data to inform instruction in a continual process of improvement.
2. Explore ways to solicit and use student feedback to inform instruction and classroom practices.
3. Explore ways to develop a school wide review of curriculum and instruction (D 3.4) as Common Core curriculum is adopted and developed in the classroom.
4. Explore opportunities to develop and share best practices in instructional strategies for both Core and Elective courses.
5. Work with personnel to determine resources to further support EL students: unfilled paraprofessional positions, structure and consistency in policy and procedure, training of paraprofessionals in use of Chromebook technologies
6. Consistent school-wide plan to replace and renew technology in the classroom, especially in the older campus buildings.
7. Explore ways for core departments, eg: English and Social Studies, to collaborate more effectively on projects such as History Day.

CHAPTER V: SCHOOLWIDE ACTION PLAN

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.**

Goals to start the discussion to develop ongoing improvement processes are in the Prioritized Areas of Growth from Chapter III.

WASC Goals and LCAP Goals of SSFHS

In Spring 2012, South San Francisco High School was visited by a WASC visiting team for the full 6-year review. In the 2011-2012 WASC Self-Study Report, three main critical areas of concern were identified which are as follow:

- 1) To improve school culture by eliminating bullying, encouraging student respect, and responsibility, and promoting cultural awareness;
- 2) To improve the overall student achievement by increasing parent and community involvement and responsibility; and
- 3) To support all underachieving students (in particular English Learners and Students with Special Needs) and decrease the number of D/F's in all subject areas.

The South San Francisco Unified School District's LCAP goals for 2015-2017 through 2017-2018 school years are listed below. The italicized items below were updated 2017-2018.

LCAP Goal 1:

2015-2017:

The district will provide a high quality educational program that focuses on raising the overall academic achievement and social learning environment for all students.

Revised 2017-2018:

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, California Dashboard results, interim assessment data and ELPAC/Reclassification data.

LCAP Goal 2:

2015-2017:

Identified classified staff, certificated and administrative staff will participate in professional development trainings that will assist in a) preparing our students for

college, career and lifelong readiness and /or b) providing on-going support for learning and growth within the profession to increase skills to better support the engagement and attendance of all students.

Revised 2017-2018:

Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by wall through observations and other evidence (artifacts and student work).

LCAP Goal 3:

2015-2017:

The district will increase student, parent, and community engagement and support programs that foster a stronger, more positive, connection between school and home.

Revised 2017-2018:

Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTA, DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets.

When looking at both WASC and LCAP goals side by side, there are two overarching similar goals: academic achievement and parent involvement. Additionally, WASC goals include school climate and LCAP goal includes professional development.

Overview

This next section will review the Action Plans that were established 2011-2012, the Action Plans from the 3-Year Mid-Cycle Review, the Critical Areas to follow up and recommendations based on the WASC 3-year visit, LCAP District Goals 2015-present, and the 1-year Progress Report. Each section will have the actual action plans that were submitted as well as the progress that was achieved during each year.

2011-2012 WASC Action Plan

This section covers the 2011-2012 WASC Action Plans from the Self-Study Report. Under each of the WASC goals, action plans/tasks were formulated and included the following: a) identified who were the individuals responsible to oversee the tasks; b) the professional development that was needed; c) the means to assess improvement; d) timelines; and e) who would collect the reports. Table 30, Table 31, and Table 32 are the three respective WASC goals with the action plans from the WASC 2011-2012 Self-Study Report which were based on data from surveys and reports disaggregated and analyzed.

Table 30
WASC 2011-2012 Self-Study Action Plan Goal 1

Goal 1: To improve school culture by eliminating bullying, encouraging student respect, and responsibility, and promoting cultural awareness.					
Tasks: Academics	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
1. Create a school climate task force to develop tiered programs to promote cultural awareness.	Admin, teachers, counselors, staff and parents	Planning time, education conferences, collegial outreach	Task Force plan	2014: Task force created. Research best practices, collect and analyze data. 2015: Begin program development. 2016-2018: Formulate implementation plan.	Admin Council; SSC; faculty meetings; ELAC; PTSA
2. Implement tiered program school-wide to promote culturally diverse classrooms.	Admin, teachers, and counselors	Program implementation plan, teacher planning time, best practices research	Surveys, observation notes, walk-through data	2016-2018: Begin implementation. Monitor progress.	Admin Council; SSC; PTA Faculty meetings; ELAC;
3. Provide on-going staff development opportunities related to classroom management and discipline issues particularly regarding bullying, student responsibility and respect and/or school culture issues.	Administration and teacher teams	Example: Mindfulness Education	Surveys, referral and suspension rates, Observation notes, walk-through data professional development calendars	2015-2016: Plan and assess needs, conduct and carry out staff development, train staff 2016-2018: Continue to train staff, maintain and reevaluate as needed	Admin Council; SSC; Faculty meetings; ELAC; PTSA
4. Continue to explore additional elective offerings such as a Geography/World Cultures, Urban Literature, Film, Literature and the American Dream class to promote engagement and cultural awareness	Administrators, counselors and teachers.	Other schools' course description, UC/CSU A-G list	Surveys on student interest, teacher input, Meeting minutes	2015: Research possible courses 2015-2016: Curriculum Council and School Board approval 2016-2018: Implement course(s).	SSC, Admin Council; Curriculum Council

5. Research and develop Restorative Justice discipline platform to promote student accountability.	Administrators, counselors and teachers.	Response to Intervention model, San Mateo County of Education resources	Surveys, referral and suspension rates, observation notes	2015: Research Restorative Justice platforms. 2015-2016: Research additional interventions and evaluate. 2016: Reevaluate and implement.	Admin Council; SSC; Faculty meetings; ELAC; PTSA
6. Create social justice, anti-bullying, and social responsibility curriculum to incorporate into core curriculum.	Administrators, counselors, and teachers (English and Social Studies).	Review ERWC modules to adapt to Sophomore curriculum.	Surveys, classroom observation	2015: Adopt ERWC modules for classroom test. Assess. 2016: Integrate into curriculum.	Admin Council; Faculty meetings
Tasks: Behavior	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
1. Increase activities that will promote school pride, student responsibility, and student respect.	Administration, teachers, counselors, student government, ASB, Club advisors	Mission Statement; best practices from other schools	Campus cleanliness, club participation, ASB activities, survey, Student Senate notes	Fall 2015: Continue with Spring 2014 work Spring 2016: Evaluate and refine	ASB; SSC; Student Senate; faculty meetings
2. Create a pyramid of school-wide behavioral interventions with a focus on effective classroom management, classroom environment, and student respect and accountability.	Administration, teachers, counselors	Response to Intervention model, San Mateo County of Education resources	Surveys, referral and suspension rates, observation notes, walk-through data professional development calendars	Fall 2015: Continue refining pyramid Spring 2015: Implement walk-through protocols 2015-2016: Research additional interventions and implement 2016-2018: Reevaluate and refine as needed	Admin council; SSC; faculty meetings; ELAC; PTSA
3. Continue with teacher-lead re-dedication of consistent school rules addressing such areas as student respect and responsibility (i.e. vulgar and hate language) with the support from admin	Teachers, students and, administration	Faculty collaboration time	Surveys, referral and suspension rates, observation notes, and walk-through data	Fall 2015: Continue with Spring 2014 work and implement new strategies Spring 2016-2018: Reevaluate and refine	Admin council; SSC, faculty meetings; ELAC; PTSA

4. Develop student led anti-bullying task force.	Administration, counselors	View other school models;	Surveys, school climate data	Fall 2015 begin committee recruitment process. Develop guidelines and responsibilities.	Admin council; Faculty meetings; School Climate Task Force; Anti-bully Task Force
5. Develop Student Code-of-Conduct Contract to reinforce adherence to school rules reinforcing respect, student responsibility, and student accountability.	Administration	Administration		Spring 2015: create draft for approval Fall 2015: implement new student code-of-conduct.	Admin council; SSC; Faculty meetings
Tasks: Social/Emotional	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
1.Continue to increase school-wide events defining and addressing bullying on campus.	All stakeholders	Examples: Days of Respect, Day of Silence, No-name calling week, and Use Another Word. Video announcements, guest speakers, gallery of student experience, and rallies.	Surveys, Committee meeting minutes	2015-2018: reevaluate and refine as needed	Admin council; SSC; faculty meetings; ELAC; PTSA
2. Implement a mentoring program based on successful models that will include teacher-student, student-student, and teacher-teacher relationships.	Visitation team, administrators, teachers, counselors, and students.	Site visits, other schools, mentor curriculum	Surveys; school climate assessment; program success determined through student and teacher evaluations	2013-2014: Formation of team, research best schools, visit schools, collect and analyze data. 2014-2015: Implement best practices 2015-18:Examine data, analyze and reevaluate	Faculty meetings; department meetings; student senate
3. Continue to increase demographic representation in student leadership programs.	Administrators, teachers, ASB Director, SSC Chair, PCRC counselors, AVID coordinator, Club advisors	Example: ASB, SSC, Hermanos/Hermanas, Link Crew, PCRC Emerging Leaders, Student Senate, Peer Leaders, AVID, Clubs	Rosters, meeting minutes	Spring 2012-2013: Begin outreach 2014-2018: Continue outreach, maintain and revitalize as needed	Admin Council; SSC; faculty meetings; ELAC; PTSA, Student Senate

Table 31
WASC 2011-2012 Self-Study Action Plan Goal 2

Goal 2: To improve overall student achievement through increasing parental and community involvement and accountability.					
Tasks: Parent Outreach	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
1. Increase parent awareness of and participation in transition from schoolloop to Infinite Campus.	Administration, PTA	Script to communicate with parents during events (i.e. Back to School Night, Folkloric, Parent Nights or phone calls home. Parent technology training)	Registered parents	Fall 2015: Begin outreach Spring 2016: Create survey, collect data and analyze 2016-2018: refine as needed and maintain	PTSA meetings and newsletter; school website
2. Assess the need to translate parent communication in languages other than Spanish.	Administration, SSC, ELAC, DELAC	Survey, Translation services	Survey Results; Action Plan to move forward	2015: Create survey Assess data and implement the needed communication	SSC; ELAC
3. Strengthen the partnership between home and school by increasing and leveraging parent participation at all school activities. (Parents become more active partners.)	Administration, counselors, teachers, PTSA, ELAC	Parent sign-in sheets	Increased parent participation at all events	2015-2018: Continue to implement 2013-2018: maintain and refine as needed	Admin Council; SSC, Faculty meetings; ELAC; PTSA; Booster
4. Investigate incorporating Parent-Teacher conferences.	Administrators, teachers, Counselors	Calendar committee		2015-2016: Examine calendar for feasibility.	Admin; counselors; PTA; ELAC
Tasks: Parent Involvement/Education	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
1. Conduct trainings for parents related to communication, student support, and intervention.	Administration, PTSA, ELAC, PCRC, and tech support	Organized meeting times, technology, curriculum, consultants	Meeting minutes Parent Survey Senior Exit Survey	2015-2016: Continue work from 2014, create survey for parents; Analyze data and create training 2014-2018: reevaluate, and adjust as needed	Admin; PTSA; SSC; ELAC
2. Create a parent/community liaison position to increase outreach to the community.	Administration, PTSA, ELAC	Community organizations, Funding knowledge, connection	Established partnerships Contact logs	Explore funding.	Admin; SSC; PTSA; Faculty

Tasks: Parent Organization	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
1. Further develop local corporate partnerships as sources of sponsorship and student career opportunities.	Parent community liaison, administration, counselors, teachers	List of local businesses and corporations, Chamber of Commerce	Established partnerships; Increased gifts; Increased internships	2014-2015: Investigate opportunities and establish partnerships 2015-2018: Maintain and reevaluate	Admin; SSC; School Board; City Council
2. Continue to expand our alumni network to increase partnerships as sources of sponsorship and mentorships	Parent community liaison, administration, counselors, teachers	Blue and White Ball Bell Game School website	Established partnerships; Increased gifts; Increased sponsorships; Increased mentorships	2013-2014: Established partnerships and assessed mentorship possibilities, created sponsorships 2014-2015: Implement mentorship program 2015-2018: Continue to expand network, reevaluate and refine mentorships as needed, continue to establish sponsorships	Admin; SSC; School Board; City Council

Table 32
WASC 2011-2012 Self-Study Action Plan Goal 3

Goal 3: To support all underachieving students (in particular EL & Special Education) and decrease the number of D/F's in all subjects.					
Tasks: Instruction	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
1. Continue to conduct professional development in the area of culturally responsive pedagogy.	Administration, teacher leaders, counselors	Center for Culturally Responsive Teaching and Learning, Pacific Education Group, curriculum, staff development time	PD calendar; Lesson plans; Grading data; Student survey	2014-2018: Survey effectiveness, continue PD, adjust as needed	Admin; counselors; parents; teachers; Admin Council; Site Council
2. Continue to conduct professional development in the area of ELD instruction strategies.	Administration, ELD teachers, Language Arts coach	AVID, San Mateo County Office of Education, (i.e. SDAIE TPR, EDI strategies)	PD calendar; Lesson plans; Grading data; Student survey	2012-2013: Evaluate current state and provide necessary PD 2013-2014: Implement strategies 2014-2018: Survey effectiveness, continue PD, adjust as needed	ELAC; counselor; Admin; parents; teachers; Admin Council; Site Council
3. Continue to research successful models on credit recovery and realign credit recovery classes to fit successful models.	Administration, teacher team, counselors, SSFUSD curriculum director	Planning time, release time, professional contacts	Visitation notes, meeting notes	2013-2015: pilot 2014-2018: reevaluate and refine as needed	Admin; counselors; parents; teachers; Admin Council; Site Council; District Office
4. Research successful models for special education inclusion programs.	Administration, teacher team, counselors, SSFUSD special education director	Planning time, release time, professional contacts, Training and workshops	Visitation notes, meeting notes	2014-2015: Reevaluate, adjust and continue with 9 th -10 th graders 2015-2016: Reevaluate, adjust and continue with 9 th -11 th graders 2016-2017: Reevaluate, adjust and continue with 9 th -12 th graders	Admin; counselors; parents; teachers; Admin Council; Site Council; District Office

5. Re-examine class size and ration of EL and SpEd students in General Ed classes to provide most conducive environment.	Administration, counselors	Professional Development for Co-teach teachers and EL Teachers	D/F data (progress reports, semester grades)	2015: data analysis of co-taught classes and ELD mainstreamed classes	Admin; Counselor; teachers
6. Provide training for para-professionals to better serve students with special needs.	SpEd Teachers, Administration	Professional Development training and workshops for para-professionals	Evaluations and observations	2015 summer: look for specific training for mild/mod SpEd students; secure funding	Admin; SpEd teachers
Tasks: Assessment/ Data	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
1. Analyze current grading policies and incorporate common practices that allow for grade recovery across all departments.	Administrators, teachers, Administrative Council, counselors	Collaboration time	Department meeting minutes, Administrative Council minutes, common grading policies	2014-15: Begin discussion in Admin-council 2015-16: Continue discussion in department meetings Continue discussion with whole staff 2016-2017: Establish school-wide policies and implement 2018: Reevaluate and refine	Admin; Counselor; Teachers; Admin Council

2. Implement the Professional Learning Communities model to increase staff collaboration and communication about common students.	Administrators, teachers, Administrative Council, counselors, Bell Schedule Committee, CTA representatives	Professional Learning Communities Library, collaboration time, Professional Learning Communities At Work conference, funding	Meeting minutes, conference notes, professional development calendar, department meeting minutes	2013-2014: Formation of team, research best schools, visit schools, collect and analyze data. 2014-15: Implement best practices 2015-18: Examine data, analyze and reevaluate	Admin; Bell Schedule Committee
Tasks: Academic Support	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
1. Create compulsory academic intervention for struggling students based on successful models.	Administration, Faculty, Counselors, Academic Intervention Team	Collaboration with academic intervention team, calendar intervention dates	D/F data collected	2013-2014: Formation of team, research best schools, visit schools, collect and analyze data. 2014-15: Implement best practices 2015- 18: Examine data, analyze and reevaluate	Admin; Counselor; academic intervention teams
2. Explore different master schedule options such as a 7-period day and block schedule, including an advisory period.	Administration, CTA Representatives, Sister schools (must be on same bell schedule) Faculty, Students	Bell Schedule Committee Task Force	Pilot test schedule	2014-2015: Bell committee task force in place. Survey conducted. Pilot alternate schedule in March. Work CTA, faculty vote, then to board for approval. 2015: Implement new schedule 2015- 18: Examine data, analyze and reevaluate	Admin Council, Faculty meetings

3. Develop early intervention programs for 9 th and 10 th graders.	Administration, counselors, Academic Intervention Committee	Collaboration time with counselors, teachers, and administration	D/F data collected	2015: Research successful intervention programs, assess, evaluate Fall 2015: Form Academic Intervention Team; design intervention strategies 2015-16: Implement test programs, evaluate	Admin Council, Faculty meetings, Academic Intervention Committee
4. Require all students with more than one D/F at each grading period to attend tutorials/ homework ctr	Administration, Faculty, counselors, homework center coordinator	Academic Intervention Committee to research best practices on homework center and tutorial strategies	D/F grade distribution, attendance sheet of students who attend homework center/ tutor sessions	2015: Develop policy and procedures, implement in Fall. 2015-16: Evaluate and adjust as necessary	Admin Council, Faculty meetings, PTSA
5. Develop new guidelines for students who do not pass English or History at any grade level.	Administration, Faculty, Academic intervention committee	Homework Center, Student Mentors, Tutorial Program; look into developing a writing center	Attendance sheets at Homework center and tutoring services; D/F grade distribution	2015: Research and assess feasibility, work to establish guidelines to submit to Admin council 2016: Implement guidelines	Admin Council, faculty meetings, Academic Intervention Committee
6. Investigate adopting AVID strategies school-wide.	AVID teachers,	Collaboration time needed for training of all staff on AVID strategies, research similar school protocol; professional development time	Subject passing rate, College acceptance rate,	Summer 2015: training for AVID teachers Fall 2015: School wide training on AVID strategies and practice schoolwide	AVID trained teachers
7. Explore reducing class size to increase one-on-one support.	Administration, counselors	Creative master scheduling that needs approval at all high school sites	Grade distribution report, attendance report	Spring 2015: Bell Schedule committee reviews possible advisory period	Administration , counselors, teachers schedule

8. Analyze class composition to assess EL and Sp.Ed ratio to provide enhanced academic support, study skills, and resource skills.	Administration, counselors, SpEd Teachers, ELD teachers, Paraprofessionals	Professional Development and research on co-teach and EL strategies to support EL and SpEd students (i.e. literacy, reading, writing, and CCSS aligned)	Grade distribution specifically EL and SpEd students mainstreamed in support and general ed classes	Spring 2015: Review data on co-taught classes and EL sheltered classes Identify teachers to go through training Fall 2015- Spring 2016: master schedule to include co-teach model	Co-teach teachers, administration
9. Realign paraprofessionals to specific classrooms according to skill level and area of specialization.	Administration, SpEd and EL paraprofessionals	Professional Development, articles and reading materials to improve paraprofessionals' skills	Flexibility in providing service in various classes across the curriculum (i.e. science, social science, and electives as well)	Spring 2015: evaluation of paraprofessional goals and skills. Summer 2015: provide opportunities for paraprofessional to attend training and workshops Fall 2015- Spring 2016: evaluate and assess paraprofessional goals and skills and place in classrooms of greatest needs	Admin; Paraprofessional staff members

10. Explore possibility of reducing counselor caseload to provide more individualized student support.	Administration, Human Resources, Counselors	Bell Schedule Committee, Professional articles and workshops	evaluation and effectiveness of counselor caseload (i.e. alpha, grade, EL/SpEd), calendar planning for school year	Summer 2015: Articulation with middle school counselors; Review counselor goals and expectations to balance caseload; Schedule year calendar of counselor opportunities to meet with students and parents Fall 2015-2016: identify translator to assist with translation for communications to parents/ students; design schedule for more opportunities for individualized student and group meetings.	Counselors, Admin
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2015: 3- Year Mid-Cycle Progress Report

In Spring 2015, South San Francisco High School had their 3-year Mid-Cycle Progress Report with another WASC visiting team. The 2011-12 action plans were reviewed, updated and revised. Table 33, Table 34, and Table 35 are the updated goals and revised action plans identified for the 2015 mid-cycle progress visit.

Table 33

2015 WASC 3-Year Mid-Cycle Progress Report Updated and Revised Action Plans for Goal 1

Goal 1: To improve school culture by eliminating bullying, encouraging student respect and responsibility, and promoting cultural awareness.	
Tasks: Academics	Revised Action Plan
1. ~~Create a visitation team to research best practices used by other successful schools~~	<i>Eliminated and replaced with School Climate Committee and task force.</i>
2. ~~Implement best practices observed by visitation team related to academic success in culturally diverse classrooms~~	<i>Eliminated and replaced with programs developed by School Climate Committee.</i>
3. Provide ~~an array of~~ [on-going] staff development opportunities related to classroom management [strategies] and discipline issues particularly regarding bullying, student responsibility and respect and/or school culture issues.	<i>Revised: Provide ongoing staff development opportunities related to classroom management strategies and discipline issues particularly regarding bullying, student responsibility and respect and school culture issues.</i>
4. [Continue to] Explore ~~additional~~ elective offerings such as Geography/ World Cultures class to promote engagement and cultural awareness.	<i>Revised: Continue to explore elective offerings to promote engagement and cultural awareness.</i>
5. ~~Create a pyramid of school wide academic interventions with a focus on effective classroom instruction.~~	<i>Eliminated as interventions will be included in the School Climate Committee.</i>
	<i>New tasks to address school climate replace Task 1. 6. Create task force to develop tiered programs to promote cultural awareness</i>
	<i>New task to replace Task 2. 7. Implement tiered programs school-wide to increase student awareness and promote cultural diversity in classrooms.</i>
	<i>New task to address discipline continuity: 8. Research and develop Restorative Justice discipline platform to promote student accountability.</i>
	<i>New task to address integrated curriculum: 9. Create social justice, anti-bullying and social responsibility curriculum to incorporate into core curriculum.</i>

Tasks: Behavior	Revised Action Plan
1. Increase activities that will promote school pride, student responsibility, and student respect.	<i>No change.</i> Increase activities that will promote school pride, student responsibility, and student respect.
2. Create a pyramid of school-wide behavioral interventions with a focus on effective classroom management [strategies, classroom environment, and student respect and accountability].	2. <i>Revised:</i> Create school-wide behavioral intervention with a focus on effective classroom management strategies, classroom environment, and student respect and accountability.
3. Continue with the teacher-lead rededication of consistent school rules addressing such areas as student respect and student responsibility (ie. vulgar and hate language) with support from administration.	<i>No change.</i> Continue with the teacher-lead rededication of consistent school rules addressing such areas as student respect and student responsibility (ie. vulgar and hate language) with support from administration.
	<i>New task.</i> 4. Develop student led anti-bullying task force.
	<i>New task.</i> 5. Develop Student Code-of-Conduct Contract to reinforce adherence to school rules reinforcing student respect, student responsibility, and student accountability.
Task: Social/Emotional	Revised Action Plans
1. ~~Increase~~ [Continue to support and create] school-wide events defining and addressing bullying on campus	<i>Revised:</i> 1. Continue to support and create school-wide events addressing bullying on campus.
2. Implement a mentoring program based on successful models that will include teacher-student, student-student, and teacher-teacher relationships.	<i>No change.</i>
3. ~~Create a site-based task force to collaborate with our school district's anti-bullying task force.~~	<i>Eliminated task due to relevance.</i>
4. [Continue to] Increase demographic representation in [composition of] student leadership programs.	<i>Revised:</i> 4. Continue to increase demographic composition of student leadership programs.

Table 34

2015 WASC 3-Year Mid-Cycle Progress Report Updated and Revised Action Plans for Goal 2

Goal 2: To improve overall student achievement through increasing parental and community involvement and accountability.	
Tasks: Parent Outreach/ Communications	Revised Action Plan
1. Increase parent awareness of ~~and participation in~~ [transition from] Schoolloop [to Infinite Campus]	<i>Revised:</i> Increase parent awareness of transition from Schoolloop to Infinite Campus.
2. Assess the need to translate parent communication in languages other than Spanish.	<i>No change.</i> Assess the need to translate parent communication in languages other than Spanish
3. Strengthen the partnership between home and school by increasing and leveraging parent participation at all school activities. (Parents become active partners.)	<i>No change.</i> 3. Strengthen the partnership between home and school by increasing and leveraging parent participation at all school activities. (Parents become active partners.)
4. ~~Dedicated professional development time to communicate with families.~~	<i>Eliminate the task.</i>
	<i>New Task:</i> 5. Investigate incorporating Parent-Teacher conferences.
Task: Parent Involvement/Education	Revised Action Plan
1. Conduct trainings for parents related to communication, student support, and intervention.	<i>No change.</i> 1. Conduct trainings for parents related to communication, student support, and intervention.
2. Create a parent/community liaison position to increase outreach to the community.	<i>No change.</i> 2. Create a parent/community liaison position to increase outreach to the community.
Task: Parent Organization	Revised Action Plan
1. Further develop local corporate partnerships as sources of sponsorship and mentorship.	<i>No change.</i> 1. Further develop local corporate partnerships as sources of sponsorship and mentorship.
2. [Continue to] expand our alumni network to increase partnerships as sources of sponsorship and mentorships.	<i>Revised:</i> Continue to expand our alumni network to increase partnerships as sources of sponsorship and mentorships.

Table 35

2015 WASC 3-Year Mid-Cycle Progress Report Updated and Revised Action Plans for Goal 3

Goal 3: To support all underachieving students (in particular, English Language Learners and Students with Special Needs) and decrease the number of D/F's in all subjects.	
Task: Instruction	Revised Action Plan
1. [Continue to] Conduct professional development in the area of culturally responsive pedagogy.	<i>Revised:</i> 1. Continue to conduct professional development in the area of culturally responsive pedagogy.
2. [Continue to] Conduct professional development in the areas of ELD Instruction.	<i>Revised:</i> 2. Continue professional development in the areas of ELD instruction strategies.
3. Research successful models for credit recovery such as school within a school.	<i>No change.</i> 3. Research successful models for credit recovery such as school within a school.
4. Research successful models for special education inclusion programs.	<i>No change.</i> 4. Research successful models for special education inclusion programs.
	<i>New task.</i> 5. Re-examine class size and ratio of EL and SpEd students in General Ed classes to provide most conducive environment.
	<i>New task.</i> 6. Provide training for paraprofessionals to better serve students with special needs.
Task: Assessment/Data	Revised Action Plan
~~1. Analyze current grading policies and incorporate common practices that allow for grade recovery across all departments.~~	<i>Eliminated.</i>
2. Research and implement the Professional Learning Communities model to increase staff collaboration and communication about common students	<i>Revised:</i> 2. Implement the Professional Learning Communities model to increase staff collaboration and communication about common students.
Task: Academic Support	Revised Action Plan
1. Create compulsory academic intervention for struggling students based on successful models	<i>No change.</i>
2. Explore different master schedule options such as 7-period day and block schedule [including an advisory period].	<i>Revised:</i> Explore different master schedule options such as 7-period day and block schedule, including an advisory period.

	<i>New task:</i> 3. Develop early intervention programs for 9th-10th grade.
	<i>New task:</i> 4. Require all students with more than one D/F at each grading period to attend tutorials/homework center.
	<i>New task:</i> 5. Develop new guidelines for students who do not pass English or History at any grade level.
	<i>New task:</i> 6. Investigate adopting AVID strategies schoolwide.
	<i>New task:</i> 7. Explore reducing class size to increase one-on-one support.
	<i>New task:</i> 8. Analyze class composition to assess EL and Special Education ration to provide enhanced academic support, study skills, and resource skills.
	<i>New task:</i> Realign paraprofessionals to specific classrooms according to skill level and area of specialization.
	<i>New task:</i> Explore possibility of reducing counselor caseload to provide more individualized student support.

2015: Schoolwide Critical Areas for Follow-up and Recommendations from the Visiting Committee

The 2015 WASC visiting team made recommendations, commendations, and addressed areas of critical needs. The items in Table 36 were identified as the Schoolwide Critical Areas for follow-up, as well as comments and recommendations from the Visiting Committee. Per the Accrediting Commission for Schools (ACS) WASC, South San Francisco High School was required to focus on areas of concern identified by the WASC 3-Year Visiting Committee Report and prepare a follow-up, 1-Year Progress Report, to the WASC office by June 2016.

Table 36

Schoolwide Critical Areas for Follow-up Based on 2015 WASC Report from the 3-Year Visiting Committee

Schoolwide Critical Areas for Follow-up	Comment from Visiting Committee	Recommendations from Visiting Committee
1. Increase opportunity for teacher collaboration time	Staff is still in the process of reviewing alternative options including block scheduling and the inclusion of advisory period. The goal is to give teachers a chance to work on peer coaching, class observations, and development of methodologies of the implementation of CCSS. It would also give teachers the possibilities to observe other programs in other schools. This is very much a work in progress and there is still a need to develop a concrete plan to address these issues.	Revisit the discussion on shared collaboration time making sure that all contractual and statutory requirement are met. Devise a schedule that works in the best interest of your students and meets the needs of your academic program
2. Increase access to technology and lab equipment/materials	The school received a grant to purchase 160 ChromeBooks and carts to transport them. Passage of Measure J will provide Wifi access to almost the entire campus. In addition, teachers have received new laptops and printers.	
3. Decline in elective offerings has created multi-level courses.	The number of electives has increases since the visit three years ago.	
4. Institutionalize open access procedures to AP and Honors scores and publicize positive student results	The school now offers AP/Honors night. Counselors and teachers promote availability and importance of enrolling in AP and Honors classes. This issue has not been addressed in the action plan.	
5. Revise content of upper level ELD course (5) in order to meet “a-g” English requirements	Since the previous WASC visit, ELD 5 has developed into a means of supporting English Language Learners as they transition to college prep courses.	
6. Revise Program Planning Handbook to clearly indicate which courses (especially electives) fulfill “a-g” courses	The Program Planning Handbook does not yet contain “a-g” designations.	
7. Expand the RTI dialog to include agreements on instructional routines in all classrooms (e.g. posted agenda, bell to bell instruction, stated learning goals...)	The timeline for this indicates that it is to begin in the fall of 2015.	Provide in-service training and professional development for effective classroom management

8. Increase opportunity for structured departmental and cross-curricular collaboration	Although there have been limited examples of this collaboration, this has not been fully address.	
9. Subgroups of EL and Students with Disabilities (SwD) are not progressing	Disaggregated data regarding English Learners and Students with Disabilities and the number of students receiving Ds and Fs/ show the following: ELs went from 88% to 82% from 2011-2012 to 2013- 2014. SWD decreased from 55% to 43% during the same time period.	Provide ongoing staff development to meet the needs of all students, specifically geared towards SWD and ELs.
10. Develop process for monitoring EL achievement, program effectiveness, and student access to “a-g” and honors courses via sheltered curriculum	The school has developed a process for monitoring EL student achievement but to date EL students do not have access to “a-g” courses via a sheltered curriculum. SSFHS employs a push-in model to include EL within the mainstream program.	Review the manner in which EL students are served. This includes the placement of the students and the resources available to serve them, including EL aides.
11. Increase parent involvement, communication, and education	Members of the Climate Committee have proposed creating a Parent/ community liaison position to increase parental involvement and family engagement. The role of this person would be to improve relations within the school community.	Pursue funding to provide a community/family liaison.
12. Expand the staff dialog to include consistent enforcement of behavior standards	Plans are included in the revised Action Plan to create a pyramid of interventions with a focus on classroom management and student respect and accountability. The Climate Committee has identified the use of “language” and code language” as areas for overall school improvement	Work with faculty and staff to reach agreement on classroom procedures and behavioral expectations. Explore a variety of means to address the issue of respect for differences, both cultural and personal.
Other:		Explore means to provide increased mental health resources to the campus, students, and families.

2016: 1-Year Progress Report

During school year 2015-2016, South San Francisco High School continued to address the critical needs from the 2015 visit. As mentioned earlier, South San Francisco High School was required to submit a 1-Year Progress Report directly to ACS WASC by June 1, 2016. There was no visiting team this time, only submission of the progress on the action plans. Table 37 below shows the updated action plans based on recommendations of the WASC 3-Year Report. The chart shows the Areas of Improvement that were the concerns of the visiting team, the Action Steps taken, and the Progress made as of June 2016.

Table 37

WASC 1-Year Progress Report - Alignment of Goals, Submitted to ACS WASC June 2016

Areas of Improvement	Action Steps	Progress
Revisit the discussions on shared collab time making sure that all contractual and statutory requirements are met.	- Schedule issues have been resolved. PLC time is now 12 embedded days and all contractual and statutory requirements have been resolved - Bell Committee was established to review and revise bell schedule to comply with contract and mandated educational minutes	Completed. Contractual and statutory requirements have been met. PLC time has become a standard part of the school calendar.
Devise a schedule that works in the best interest of students and meets the needs of academic programs.	- District wide discussions are happening SY 2015-16 and 2016-17 with all stakeholders including CTA representatives, cabinet, administrators and high school teachers - Instructional minutes and block schedule options have been researched and will be reviewed and discussed - Pilots of schedules will take place Spring 2016-17	In progress. Pilots of schedules will be evaluated by both comprehensive high schools, and selection made district-wide for SY 2017-18.
Expand staff dialog to include consistent enforcement of behavior standards.	See "Work with Faculty and Staff to reach agreement on classroom procedures and behavioral expectations."	In progress.
Provide on- going staff development to meet the needs of all students, specifically geared toward SWDs and ELs.	- Language para-professionals attended trainings 3/4, 4/15, 5/6 (Ms. Linares, Mr. Padilla) - Special Education Teachers and Adaptive PE teacher sponsored Special Olympic events and supported students at the county event at Terra Nova - Special Education paraprofessionals conference 4/12-14/2016 (Ms. Tolliver) - Language Aides have been placed in both EL English courses, as well as in EL sheltered courses for subjects: History, Math and Science - EL English teachers met with Library Media Teacher to determine reading needs and resources for Subject specific materials. Library Media also met with publishers to determine materials available and access to languages/translations. - The district has a Teacher on Special Assignment for English Learners to support teaching and learning.	In progress. PD to meet the needs of ELs and SWDs will be a part of the staff development calendar SY 2016-17 and beyond.

Work with faculty and staff to reach agreement on classroom procedures and behavioral expectations.	• Bullying committee – teachers • Climate and Culture committee – teachers • Staff reviewed results of school culture survey taken by students • Tardy committee – teachers • PBIS is just beginning on campus and committee includes a student advisory council, administrator, and faculty. • Faculty meeting discussions and agenda items • Review and discussion of referral policy and procedure in Student Information System • Student Handbook updated with school and district behavior expectations. Includes Admin Regs. and Board Policies • Administrative Council discussion and agenda items • Dr. Mary Bacon presented to the entire district at the “welcome back” assembly for all employees. Her focus was culture, assumptions and privilege. • Dr. Bacon visited SSFHS on February 8th and worked with 2 student focus groups to capture their voice on school climate, culture and student identity • Report from Dr. Bacon, “Images of a Culture,” has been distributed to all staff for review and discussion	In progress. With 16 new teachers this year this work will continue. Administrators and teachers continued the “walk through” observations begun in 2012-13 and they will continue SY 2016-17. Staff and administration will continue to discuss Dr. Bacon’s work/report during the 2016-17 school year. Tardy Committee has developed a plan to be discussed at Administrative Council Retreat and with faculty at the beginning of SY 2016-17. PBIS will continue work SY 2016-17. Dr. Bacon captured and video-recorded SSFHS student voices May 19, 2016. This recording will be used at the faculty/ staff district wide PD during school year 2016-2017.
Explore means to provide increased mental health resources to the campus, students and families.	• School Safety Advocate - on campus daily beginning Fall 2015 • Pyramid Alternative counselor on campus 2.5 days/wk • Girls’ group / Boys’ group • Intervention counselor and peer leaders • Presentation to Faculty on mental health issues on campus • Staff Development presentations on drugs: signs, symptoms, what to look for • First Aid Mental Health for Youth training Spring 2015-16 (3 days)	In progress. Administrators and counselors will continue to explore ways we can assist with mental health issues. Training of 2016-17 peer leaders has begun and will continue in service.

Explore a variety of means to address the issue of respect for differences, both cultural and personal.	• Dr. Bacon’s visit and report (quote from student panel: “no one picks on the special ed students, whoever might do that would have a problem with other students”) • Ca. Healthy Kids Survey, 9th and 11th grades • Positive Behavior Intervention and Support (Survey to staff Spring 2016) • Hermanos/Hermanas courses for Latino students, in partnership with Skyline College • Youth Leadership Institute • Fresh Lifelines for Youth - support at risk students (Law education class after school) • Boys group – at risk Latino students (Ms. N. Gonzalez-Perez <i>Pyramid</i>; Mr. Navarro/Mr. Lopez) • Intervention counseling groups • Peer Leaders • ASB events • Folklorico/Spanish courses and Day of the Dead celebrations • Sophomore bullying unit • LGBT events, such as Ally Week, Day of Silence • Video segments (Mr. Boyd video arts class) on culture, country of origin, our student population and various courses (French). • Visiting group from sister city in Mexico (SSF Rotary, Mr. Cruz) • Kishiwada Japan cultural exchange (SSF Rotary) • Global Glimpse student group (Peyton) • Dream Team/Sojourn-(Peyton/Shusterman 2015-16); (Capitan/Nelson 2016-17) • Spanish Honor Society/sponsorship - (Ms. Ramirez) • ACE Climate Change assembly (Earth Club) • Anti-Bullying assemblies for all 9th grade students (PE) - SSFPD and SSFHS Admin • School Safety Advocate – mediates student conflicts • Ethnic Studies coursework (Mr. Dela Cruz): Student research/ projects “rooted in critical consciousness, moving toward civic engagement”. Projects included video or children’s book/graphic novel. • Bullying coursework for students recommended by teachers and/or coming back from suspension • Spirit Week events that include culture	In progress and perpetual. Data will be collected and analyzed per semester. Work will continue with Dr. Bacon. Programs new this year will be reviewed and evaluated to determine if they are serving the needs of students. Other programs have become part of the curriculum and culture (Hermanos/Hermanas) and will continue provided the funding is stable. As teachers and counselors leave or join our community, programs shift, leave or are started by new teachers or counselors. Opportunities to express culture exist in a variety of curricular, club and informal groups. Dr. Bacon captured and video-recorded SSFHS student voices May 19, 2016. This recording will be used at the faculty/staff districtwide PD during school year 2016-2017 as well as our campus PD.
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Provide in-service training and professional development for effective classroom management.	• New teacher meetings – veteran teacher presentations - Monthly meetings (Monday) • Spring 2016 Classroom observation walk-throughs of faculty and administration • Prep period groupings at a faculty meeting so teachers could arrange to observe each other classes during common prep periods • Support of student communication and assignments with Google Classroom, Schoology, Kahoot demonstrations, Chromebooks and lab access • BTSA (Beginning Teacher Support) on campus with in-service teachers.	In progress and ongoing as teachers and administrators continue their professional learning and perfect their craft. New Teacher cohort Walk-Throughs during prep periods to observe effective classroom management strategies. New Teacher meetings discussion of Best Practices These activities will continue and be scheduled earlier in the Fall Semester (2016).
Pursue funding to provide a community/family liaison.	• Ms. Bautista (office administrative support) is paid for additional time to work with the Parent Project and meeting translation for school and district meetings, as well as individual teacher/family communication • Mr. Navarro is the facilitator of the Boys Group • Mr. Flores is the liaison for the Latino Parent Group	We are providing liaison services as funding allows. Community liaison work is spread among existing staff and additional hours/time is funded through site budgets.
Increase access to technology and lab equipment/materials.	• EL funding is being used to purchase 7 additional class sets of Chromebooks to support EL students in all coursework: functional 2016-17 School Year • District partnership with Genentech is providing materials, lab equipment and computers for Biology Biotech unit and other science course support. • District Teachers on Special Assignment (TOSA): Technology and Science • Support Technology and Curriculum Integration working with Technology support staff at each school • Work with Genentech FutureLab committee and Corporate Giving staff to develop Biotech curriculum and provide material resources such as Macbooks and a new “Science Garage” building!	Nearing completion for this cycle. Chromebooks fill a wide range of access needs, but are not the only answer to technology on campus. Ageing computer labs will need to be evaluated and replaced as the school community deems necessary and funding allows.

Institutionalize open access procedure to AP and Honors courses and publicize positive student results.	- Publicized AP/Honors parent and student meetings which included teacher panels and counseling staff - Student Handbook shows only grade prerequisites for AP/Honors for both comprehensive high schools - Discussed access at Administrative Council meetings - AP recruitment lunch meetings for students - Increased Course offerings: AP Computer Science, AP Chemistry, AP Physics (2017-18) - Increased enrollment: Geometry Honors, 2 sections from 0; AP Language, 3 sections from 2	Open access is becoming institutionalized through teacher and counselor work, as well as handbook revisions. Website posting to publicize courses and student test results
Revise content of upper level ELD courses (5) to meet “a-g” English Requirement.	- ELD 4 is now 1CP (2015-16) with lab support and is “a-g” compliant - EL Modern World and EL US History are UC CSU “a-g” approved - EL Earth Science and EL Biology, EL Algebra and EL Geometry are also offered, and the UC/CSU “a-g” approval will be submitted SY 2016-17.	Revision of ELD coursework is completed to meet “a-g” requirements. Will complete UC/CSU “a-g” approval during 2016-17 for EL Math and EL Science courses.
Revise Program Planning Handbook to clearly indicate which courses (specifically electives) fulfill “a-g” courses.	Handbook has been revised to clearly state which courses, including electives, meet “a-g” requirements. (Note: Student Handbook applies to all students 9-12 for both comprehensive High Schools)	Completed. Handbook for 2016-17 was revised in time for counseling, student and parent use in selecting courses. Handbook will continue to be reviewed and revised annually.
Develop process for monitoring EL achievement, program effectiveness, and student access to “a-g” and honors courses via sheltered curriculum.	4 ELD English teachers have common prep periods - Teachers can work together to articulate curriculum from level to level - CELDT testing monitors EL achievement and all students are tested annually	In progress and near completion. Some work in this area was delayed SY 2015-16 due to maternity leave. Students have access to “a-g” requirement courses via both sheltered and standard curriculum. Honors and AP courses are available to all students who meet prerequisites.

Increase parent involvement, communication and education.	• Tea and Cookies with Parents – instituted September, 2014 (ongoing) • Monthly, on a Tuesday afternoon, 4:30 to 5:30 pm • All parents were invited to meet with administrators and various members of academic departments to discuss student/parent concerns, course content, grading, coaching, athletics • Parent Education Series - instituted September 2015 (ongoing) • Monthly, Tuesday evening, 6:30 to 7:30 pm (ongoing) • The Parent Education Series was developed to give parents parenting strategies and guidance in dealing with issues affecting their students. School staff connected parents with guest speakers (SSFPD) and community resources. Topics included: • Bullying • Drug education (XANAX) • Gang issues • Common Core, especially Math curriculum • Pedestrian safety • Sexting, Texting and social media safety • Intervention Nights: • <u>9th Grade Intervention Night</u> - held in early Sept after the 1st progress report grade period. Parents/guardians of students with 2 or more Ds or Fs were invited to attend the mandatory meeting. Agenda included the following: Response to Intervention (RTI) Pyramid and the resources available to support students academically, socially, mentally, and behaviorally; teacher, counselor, and administrator panel to share how parents can get involved with their child's academics; open questions from parents to faculty panel; and reviewing student's report card. Parents were encouraged to sign up/register for Schoolloop, the school's primary communication channel. Spanish	In progress and continuing. This is an ongoing goal and a part of our continuous improvement. Efforts will continue to reach parents, communicate in multiple ways and languages, and encourage and increase parent involvement.
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	translation was provided. • <u>10th and 11th Grade Intervention Night</u> - held in February after 3rd Progress Report (2nd Semester). Parents/guardians of students with 2 or more Ds or Fs were invited to attend the mandatory meeting. Parents were encouraged to sign up/register for Schoolloop, review their child's academics report card, meet with teachers and administration, and address concerns. Spanish translation was provided. • Assistant Principals followed up and met individually with parents who were unable to attend the evening session. • Parent Project for Spanish-speaking parents - Instituted Fall 2015 • Initially met for 12 weekly sessions (Tues) - certificate of completion Dec 2015 • Cohort continues to meet with counselor and administrative support - Spring 2016 • Parent Project for English-speaking parents - Instituted Spring 2016 • 12 weekly sessions (Wed) • Filipino/Filipino American parents • How to help your child succeed in high school and beyond. Initially met in March and April, 2016 (Tue) • ELAC meets regularly, 3rd Tue of the month • PTSA and Boosters meets regularly, 4th Tue of the month • Site Council meets regularly, 4th Tue of the month • Counseling and College/Career education nights: • "Life After High School" for parents and students • FAFSA and financing college • SSFHS counselors and administrators have also supported and communicated information about district parent education events such as: • Districtwide African American Parent Advisory Committee (AAPAC) Meets monthly (Mon) at Westborough Middle School • Monthly DELAC Meetings	
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Expand RTI dialog to include agreements on instructional routines in all classrooms.	- Admin council discussion on “bell to bell” activity in the classroom - Discussion expanded to PLC (faculty) work with best practices that include: - Agendas - Exit tickets “Do Nows” and warm-ups - Learning objectives - Connections to Standards - Check for understanding - Formative assessments and reteaching Writing center and homework center referrals - New teachers paired with experienced teacher in department to assist with planning, classroom management, and instructional strategies - New teacher cohorts and walk-throughs during prep periods	In progress. More needs to be done in this area due to faculty changes. This discussion will continue to be a part of department, new teacher, administrative council, and faculty meetings, as well as targeted reviews of expectations.
Increase opportunity for teacher collaboration time.	District and site budgets for collaboration time and teacher work on projects only require a proposal and dates/times when substitutes are available, or can be scheduled outside of the school day with hourly pay for teachers.	In progress nearing completion. Collaboration time has increased since the 2012 report and has become an embedded part of the calendar. Development of alternative schedules (See “Devise a schedule that works in the best interest of students and meets the needs of academic programs”) may affect collaboration time.
Increase opportunity for structured departmental and cross-curricular collaboration.	12 embedded early release days throughout the year: 6 Fall, 6 Spring - PLC time, Common Core, Technology support, district (High School) meeting, data analysis, common benchmark assessments and planning - Common Staff Development collaboration time was established School Year 2014-15, continued 2015-16 and is embedded in the calendar for School Year 2016-17.	In progress. Opportunities for cross curricular collaboration have been discussed and will continue to be a part of PLC time. One example of cross-curricular work of 2015-16 is the sharing of Literature Circle curriculum between English and Science.

Progress Made on Schoolwide Critical Areas for Follow-up from 3-Year 2015 WASC Report

Since the last 3-Year Mid Cycle WASC Review report, South San Francisco High School administration, teachers, staff, parents, and students reviewed the California Healthy Kids Survey, WASC surveys, and the critical areas and recommendations from the 3-Year WASC

Report. South San Francisco High School focused on the critical areas and recommendations as noted in the chart below Table 38.

The 2015 WASC visiting team made recommendations, commendations, and addressed areas of critical needs. The items in Table 38 contain the Report from the 2015 WASC Visiting Committee. Another column was added to document the progress made 2016-2017 and 2017-2018. The 2015 WASC Visiting Committee identified the Schoolwide Critical Areas for follow-up, as well as comments and recommendations from the Visiting Committee. Per the Accrediting Commission for Schools (ACS) WASC, South San Francisco High School was required to focus on areas of concern identified by the WASC 3-Year Visiting Committee Report and prepare a follow-up, 1-Year Progress Report, to the WASC office by June 2016.

Table 38

Progress Made on “Schoolwide Critical Areas for Follow-up” from the 3-Year 2015 WASC Report

Schoolwide Critical Areas for Follow-up	Comment from Visiting Committee	Recommendations from Visiting Committee	Progress Made 2015-16, 2016-17, 2017-18
1. Increase opportunity for teacher collaboration time (Ties to LCAP Goal 2: Professional development to create capacity and expertise in curriculum program implementation)	Staff is still in the process of reviewing alternative options including block scheduling and the inclusion of advisory period. The goal is to give teachers a chance to work on peer coaching, class observations, and development of methodologies of the implementation of CCSS. It would also give teachers the possibilities to observe other programs in other schools. This is very much a work in progress and there is still a need to develop a concrete plan to address these issues.	Revisit the discussion on shared collaboration time making sure that all contractual and statutory requirements are met. Devise a schedule that works in the best interest of your students and meets the needs of your academic program	Collaboration time has increased since the 2012 report and has become an embedded part of the calendar. PLC time is now 12 embedded days (6 per semester) and all contractual and statutory requirements have been resolved. Additional collaboration time is currently being discussed at the district level, as well as a new bell schedule that would allow block scheduling with 7 periods and advisory. Districtwide discussions: Occurred 2015-16, 2016-17, and 2017-18 with all stakeholders including CTA representatives, cabinet, administrators and high school teacher. Instructional minutes and block schedule options were researched, reviewed, and discussed. Faculty meeting 1.23.18: faculty voted with over ½ approving of block schedule with 7

			periods. Currently, language in teacher contract is in negotiations. Common Prep Periods: Master schedule improved to provide common prep periods to allow for collaboration within departments. <u>2017-18 SPSA Action Plans:</u> Goal 2A: Support AVID program for summer conference, collaboration throughout year Goal 3E: ELD department collaboration in Science, social science, math) Goal 4A: Support ELD- ELA collaboration to develop benchmarks Goal 4C: Teacher collaboration and training for Algebra I team Goal 6A: Special Education Department Collaboration to align curriculum, procedures, and process. Additionally, for Special Education teachers to collaborate with co-teachers Classroom walk-throughs assigned each month to be completed on teacher prep time.
2. Increase access to technology and lab equipment/materials	The school received a grant to purchase 160 ChromeBooks and carts to transport them. Passage of Measure J will provide Wifi access to almost the entire campus. In addition, teachers have received new laptops and printers.		Nearing completion for this cycle. Chromebooks fill a wide range of access needs, but are not the only answer to technology on campus. Ageing computer labs will need to be evaluated and replaced as the school community deems necessary and funding allows. SSFHS has increased the number of chromebooks and chromebook carts. Currently there are a total of 20 chromebooks carts (with 29-36 chromebooks). In addition, 72

			chromebooks were added this year in SPED classrooms to support new curriculum, with 8 carts of 10, or 6 chromebooks in every Special Education classroom. 10 computers assigned to each Special Education classroom to work on transition services and technology support. Algebra 5A and 5B each is assigned a chromebook cart. <u>2016-17 PLC Embedded time:</u> Building Learning Communities
3. Decline in elective offerings has created multi-level courses. (Ties to LCAP Goal 1: High Quality Curricular Program)	The number of electives has increased since the visit three years ago.		The number of electives has increased since the last visit three years ago. This includes electives in Science (Marine Biology, AP Chemistry, AP Physics), Math (Exploring Computer Science, AP Computer Science), and CTE (Ballet Folklorico, Audio Visual). <u>2017-18 SPSA Action Plan:</u> Develop AP Chemistry, AP Physics, AP European History, and AP Computer Science classes Goal 7A: Develop CTE Pathways (professional dev, technology, and supplies)
4. Institutionalize open access procedures to AP and Honors scores and publicize positive student results (Ties to LCAP Goal 1: High Quality Curricular Program)	The school now offers AP/Honors night. Counselors and teachers promote availability and importance of enrolling in AP and Honors classes. This issue has not been addressed in the action plan.		Open access is becoming institutionalized through teacher and counselor work, as well as handbook revisions. Website posting to publicize courses and student test results. <u>2017-18 SPSA Action Goals:</u> Goal 1C: AP Parent Night - parent outreach to target diverse student subgroups. Goal 2C: AP Waiver cost for English/SS Goal 4E: AP test costs can be waived and paid for if students qualify for free/reduced lunch.

5. Revise content of upper level ELD course (5) in order to meet “a-g” English requirements (Ties to LCAP Goal 1: High Quality Curricular Program)	Since the previous WASC visit, ELD 5 has developed into a means of supporting English Language Learners as they transition to college prep courses.		Revision of ELD coursework is completed to meet “a-g” requirements. Will complete UC/CSU “a-g” approval during 2016-17 for EL Math and EL Science courses.
6. Revise Program Planning Handbook to clearly indicate which courses (especially electives) fulfill “a-g” (Ties to LCAP Goal 1: High Quality Curricular Program)	The Program Planning Handbook does not yet contain “a-g” designations.		Handbook for 2016-17 was revised in time for counseling, student and parent use in selecting courses. “A-G” courses are now clearly identified in the Planning Handbook. The Planning Handbook will continue to be reviewed and revised annually.
7. Expand the RTI dialog to include agreements on instructional routines in all classrooms (e.g. posted agenda, bell to bell instruction, stated learning goals...) (Ties to LCAP Goal 2: Professional development to create capacity and expertise in curriculum program implementation)	The timeline for this indicates that it is to begin in the fall of 2015.	Provide in-service training and professional development for effective classroom management	Schoolwide walk-throughs 2016-17 and 2017-18 focused on classroom management and student engagement. All teachers participated monthly during their prep period to observe departments. New Teacher meetings read and discuss articles of Best Practices for effective classroom management and student engagement. Veteran teachers are invited to present at New Teacher meetings to share best practices. Fall 2016: Best Practices were collected during faculty meeting. AVID strategies were part of the PD at faculty meetings 2016-17, 2017-18. (1.23.18) More needs to be done in this area due to faculty changes. This discussion will continue to be a part of department, new teacher, administrative council, and faculty meetings, as well as targeted reviews of expectations.

			<u>2017-18 SPSA Action Plans:</u> Goal 2B: Conduct Cohort Class walkthrough during preps Goal 8A: Professional development to attend workshops, conferences or have collaboration time to improve school climate and student academic identity and achievement.
8. Increase opportunity for structured departmental and cross-curricular collaboration (Ties to LCAP Goal 2: Professional development to create capacity and expertise in curriculum program implementation)	Although there have been limited examples of this collaboration, this has not been fully address.		Fall 2017-2018: All departments have worked on identifying priority standards. Some departments have completed this task and are now developing common final assessments. PLC Summer Institute training June 2018: EL, Math, English, Special Ed, and administrators will attend the 3-Day PLC Summer Institute Training June 2018. Secondary PLC groups such as EL Department and Special Education Department, schedule additional collaboration times with General Education teachers. PLC time is now 12 embedded days and all contractual and statutory requirements have been resolved. Opportunities for cross-curricular collaboration have been discussed and will continue to be a part of PLC time. Co-teachers teaching the same class either shared the same prep period or collaborated outside to discuss strategies on how to support individual students. One example of cross-curricular work of 2015-16 is the sharing of Literature Circle curriculum between English and Science.

			<u>2017-18 SPSA Action Plans included</u> Goal 3C: ELA/ELD department collaboration Goal 3E: EL department team consisting of classes across the curriculum (Science, Social Science, math): Goal 4A ELD/ELA Collaboration time to determine benchmarks Goal 4C: Collaboration time for Algebra I team to develop and align Algebra I 10.4.17 PLC : Identifying Priority Standards
9. Subgroups of EL and Students with Disabilities (SwD) are not progressing (Ties to LCAP Goal 1: A High Quality Curricular Program)	Disaggregated data regarding English Learners and Students with Disabilities and the number of students receiving Ds and Fs/ show the following: ELs went from 88% to 82% from 2011-2012 to 2013- 2014. SWD decreased from 55% to 43% during the same time period.	Provide on-going staff development to meet the needs of all students, specifically geared towards SWD and ELs.	SY 2016-17 and 2017-18, Special Education Department and English Language Development Departments have participated in Professional Development to address best practices to meet the needs of ELs and SWDs. ELD 1-3 offers peer tutoring during the ELD/ELA lab periods. Paraprofessionals are distributed throughout subject areas that are high in EL or Special Education co-taught classes. Paraprofessionals are placed in cluster classes (general ed classes with high number of students with IEPs). Paraprofessionals then stay in contact with case managers regarding pertinent information from the cluster classes. Extended paraprofessional hours have allowed all Special Education classes to be supported and to provide more support throughout the day. Paraprofessional schedules align the cluster classes with

			the same students who are in their period of Academic Support (Tutorial). The Hermanos/Hermanas program expanded their program and hired two SSFHS faculty members to teach the courses to 10th and 12th graders. This targets Latino Students. The Kapitiran program started two years ago and is continuing to attract students who are of Filipino descent. Special Education teachers and paraprofessionals have received a number of trainings provided by site administrator and/or district administration. <u>2017-18 SPSA Action Plans:</u> Goal 1A: Intervention Nights have continually evolved to include teacher input at meetings with parents. Translation provided to parents who speak Spanish. Goal 3B and 3C: Additional paraprofessional hours to support newcomer/EL students in EL classes across the curriculum. Goal 4A: Develop EL Tutoring Center to help students across the EL curriculum. Upper class AVID students, CSF and KEY club members are asked to provide peer tutoring while earning their community service hours. Goal 4B: funding to support teacher training with Edgenuity Online Credit Recovery to promote academic achievement. Special Education students granted access to complete Edgenuity courses during their Academic Support class.
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			Goal 6B: Enrichment and intervention for Special Education students including field trips and workshops. Special Education seniors take field trips to tour the local community colleges, and are supported in the classroom to apply for the colleges, trade schools, military, and financial aid. Special education students are encouraged to apply for Department and Rehabilitation services, which will support their job and college needs outside of high school. Special education students are supported by district job developers and the transition coordinator to complete resumes and to help apply for jobs in the area. Goal 5C: staffing of Afterschool Academic Homework Center and EL tutoring center. 1.23.18 PLC Early Release Training paraprofessional ~ Small Group Strategies Data will be collected and analyzed per semester. Programs new this year will be reviewed and evaluated to determine if they are serving the needs of students. Other programs have become part of the curriculum and culture (Hermanos/Hermanas) and will continue provided the funding is stable. Opportunities to express culture exist in a variety of curricular, club and informal groups. Dr. Bacon captured and video-recorded SSFHS student voices May 19, 2016. This recording was used at the faculty/staff districtwide PD during school year 2016-2017 as well as our campus PD.
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10. Develop process for monitoring EL achievement, program effectiveness, and student access to “a-g” and honors courses via sheltered curriculum (Ties to LCAP Goal 1: A High Quality Curricular Program)	The school has developed a process for monitoring EL student achievement but to date EL students do not have access to “a-g” courses via a sheltered curriculum. SSFHS employs a push-in model to include EL within the mainstream program.	Review the manner in which EL students are served. This includes the placement of the students and the resources available to serve them, including EL aides.	4 ELD English teachers have common prep periods <u>2017-18 SPSA Goal:</u> Goal 3E: EL Department chair, new as of 2017-2018, organizes collaboration time with the EL department to develop and align curriculum and courses. Goal 4A: ELD/ELA Collaboration to address EL student progress. EL curriculum designed to provide “a-g” access to EL students with assistance from paraprofessionals. Special Education teachers and paraprofessionals work with General Education teachers to co-teach various “a-g” courses. Other Special Education courses (AI) have paraprofessionals to help provide instruction. Teachers can work together to articulate curriculum from level to level CELDT testing monitored EL achievement and all students are tested annually Some work in this area was delayed SY 2015-16 due to maternity leave. Students have access to “a-g” requirement courses via both sheltered and standard curriculum. Honors and AP courses are available to all students who meet prerequisites.
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11. Increase parent involvement, communication, and education (Ties to LCAP Goal 3: Improve parent school engagement)	Members of the Climate Committee have proposed creating a Parent/ community liaison position to increase parental involvement and family engagement. The role of this person would be to improve relations within the school community.	Pursue funding to provide a community/ family liaison.	We are providing liaison services as funding allows via LCAP funding and EL Funds. Community liaison work is spread among existing staff and additional hours/time is funded through site budgets. This is an ongoing goal and a part of our continuous improvement. Efforts will continue to reach parents, communicate in multiple ways and languages, and encourage and increase parent involvement. Monthly ELAC meetings for ELL parents to inform them about school culture and activities. We also offer the parents opportunities to voice their suggestions and ideas. ELAC meetings also offer workshops on relevant issues that ELL families are currently facing. Parents and families of students in Special Education and English Language Learners are invited to meetings prior to Back-to-School Night and 8th Grade Showcase in order to meet their case manager, to become acclimated with the different Special Education course offerings, and to learn about support services offered to their students. Parents of AVID students were invited to an informational meeting prior to Back-to-School Night to learn more about the program and meet the AVID team. Parents were invited to attend a targeted intervention night for freshmen where they could meet with their students' teachers and other staff to discuss student needs and concerns in order to improve academic performance.
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			Families of incoming 8th graders were invited to attend “8th Grade Showcase” where they were introduced to core classes and extra-curricular opportunities. <u>2017-18 SPSA Action Plan</u> Goal 1A: Latino Parent Group Outreach Goal 1B: Parent and student Support Hispanic Boys/Girls counseling Group and Field trip to promote academic and social identity Goal 1D: 8th Grade Showcase, Parent engagement, community outreach, and Tea and Cookies. Goal 3A: Parent Outreach and Education
12. Expand the staff dialog to include consistent enforcement of behavior standards (Ties to WASC Goal School Climate)	Plans are included in the revised Action Plan to create a pyramid of interventions with a focus on classroom management and student respect and accountability. The Climate Committee has identified the use of “language” and code language” as areas for overall school improvement	Work with faculty and staff to reach agreement on classroom procedures and behavioral expectations. Explore a variety of means to address the issue of respect for differences, both cultural and personal.	Administrators and teachers continued the “walk through” observations which began in 2012-13. Schoolwide walk-throughs with focus on classroom management during SY 2016-17, and student engagement SY 2017-2018. Special Education department holds a 2-day “retreat” before the school year starts to review expectations, to finalize student scheduling, and to collaborate about best practices and new caseloads. Special education department collaborates with the middle school Special Education departments for Articulation meetings, which are to review each incoming student with an IEP (regarding needs, strengths, suggested classes). High school Special Education representative is present at each incoming 9th grader’s Transition IEP held at the middle schools.

			Special Education case managers schedule meetings with campus security/support staff/school IEP team members to review “high-alert” students and their behavior plans, strategies, and accommodations. Special Education department held and attended Professional Development meetings to develop a needs assessment, which will lead to tailored PD sessions for the future. Next year, the goal is to meet in the beginning of the year with Special Education grade level teams to review “high-alert” students. New Teacher meetings include reading articles and discussing of Best Practices. New faculty is supported by the BTSA program and best practices are discussed and practiced by participating teachers as they are mentored by their support providers and given feedback. Tardy Committee developed a plan which was revised SY 2016-17. School Climate: PBIS was placed on hold SY 2016-17. Josten Renaissance Program was visited 2016-2017. Dr. Bacon captured and video-recorded SSFHS student voices May 19, 2016. The recording was used at the district wide and school site PD during school year 2016-17. Opportunities to express culture exist in a variety of curricular, club and informal groups. <u>2017-18 SPSA Action Plan:</u> Goal 2B: Walk-Throughs during prep periods to observe effective classroom management strategies.
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			10.17.17 Faculty meeting School climate and protocols; brainstorm “what can we do to improve school climate” 11.14.18 Faculty Meeting: School Climate Concerns
Other: (Ties in with WASC Goal School Climate)		Explore means to provide increased mental health resources to the campus, students, and families.	School Safety Advocate - on campus daily beginning Fall 2015 Pyramid Alternative counselor on campus 2.5 days/wk Girls’ group / Boys’ group Intervention counselor and peer leaders Presentation to Faculty on mental health issues on campus Staff Development presentations on drugs: signs, symptoms, what to look for First Aid Mental Health for Youth training Spring 2015-16 (3 days) Administrators and counselors will continue to explore ways we can assist with mental health issues. Training of 2016-17 peer leaders has begun and will continue in service. Faculty Staff Meeting 2.20.18: Mental Health Team introduced to Faculty and Staff; opportunities to attend Youth Mental Health First Aid

Other (Ties to LCAP Goal 1: a High Quality Curricular Program)		College and Career Readiness	<u>2017-18 SPSA Action Plan:</u> Goal 3D: PSAT Fee covered for 11th graders and PSAT Prep course offerings AVID 11 piloting KhanAcademy.org SAT Practice; AVID 10 piloting Albert.io SAT Practice Goal 5F: Continue development of AP course offerings by providing teacher training to conferences specifically AP Chemistry, AP US History, and AP Music theory. Goal 5G: Implement Career Day Special education students complete various activities to support college and career readiness through their Individual Transition Plans (in their IEP). These include career interest inventories, researching other individuals with disabilities and appropriate work-related accommodations, resume and mock job interviews, and college visits and applications. Road Trip Nation utilized in AVID 10 for career interest exploration. College exploration and research throughout AVID 9-12.
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Other: WASC Goal		School Climate	<u>2017-18 SPSA Action Plan:</u> Goal 5A: Support co-curricular school sponsored events and clubs such as Robotics, mock trial, National History Day, Sojourn to the Past, ASB Leadership training, and conferences/guest speakers, activities Goal 5B: ASB Professional Development to attend CADA Conference Goal 5D: Link Crew Program to build freshman academic & social identity to school site Goal 5E: Exploration of Renaissance and/or PBIS to promote positive school culture 11.14.18 Faculty Meeting: School Climate Concerns 3.9.18: Schoolwide SF Gay Men Chorus RHYTHM assembly on empathy and respect 3/18: Schoolwide Assembly with AXES Dance Performers to promote inclusiveness and sensitivity. 4/2018: Schoolwide Assembly with Outspoken Drama Production to promote empathy, respect, anti-bullying Special education seniors create and present a “virtual tour” PowerPoint to incoming 9th graders (with IEPs). This creates a sense of safety and confidence for these students before attending SSFHS. AVID seniors serving as mentors/tutors for AVID freshmen. Team-building activities in all AVID classes.
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LCAP Goals

Additionally, South San Francisco High School aligned the school goals with the school district's goal, specifically addressing the Local Control Accountability Plan (LCAP) goals. The district LCAP goals for the past three years are listed below.

Goal 1: The district will provide a high quality educational program that focuses on raising the overall academic achievement and social learning environment for all students.

Goal 2: Identified classified staff, certificated and administrative staff will participate in professional development trainings that will assist in:

- a. Preparing our students for college, career and lifelong readiness and/or
- b. Providing ongoing support for learning and growth within the profession to increase skills to better support the engagement and attendance of all students.

Goal 3: The district will increase student, parent, and community engagement and support programs that foster a stronger, more positive, connection between school and home.

As seen in Table 39, the District's three LCAP goals were identified along with the metrics, description and who is responsible for carrying out the goals. Some metrics were not included in the table because the identified persons responsible for overseeing the goal was at the district level.

Table 39

South San Francisco Unified School District's LCAP Goals and Metrics 2015-2016

LCAP Goal 1: The district will provide a high quality educational program that focuses on raising the overall academic achievement and social learning environment for all students.			
Goal/ Metric	Description	Who is responsible?	When data will be collected?
Goal 1, Metric 1	In 2015-16 SSFUSD students will increase from 42% to 45% (3% growth) in meeting the A-G requirement.	High School Principals	Feb 2015 Jun 2016
Goal 1, Metric 2	SSFUSD's reclassification rate in 12-13 was 8.4% and in 13-14 was 12.7%. SSFUSD's reclassification rate will increase by minimally, 4.3% from the previous year's reclassification rate and at least 1% annually in future years.	ALL Principals and Ed Services	Feb 2015 Jun 2016
Goal 1, Metric 3	Career Technical Education (CTE) – SSFUSD will grow the CTE program by a minimum of 1 new course a year	High School Principals AND Ed Services	Dec 2015
Goal 1, Metric 5	AP courses will maintain and passage rate will increase by 5% in all offered AP courses; AP calculus will increase by 10% or higher.	High School Principals	Jun 2016

Goal 1, Metric 6	District-wide AP course enrollment will increase by 2% in targeted ethnic subgroups (African American, Special Education, Latino, etc..)	Ed Services	Feb 2015 Jun 2016
Goal 1, Metric 14	SSFUSD will use EAP data in 15-16 (as a LCFF Baseline) to assess college readiness.	High School and Ed Services	Feb 2015 Jun 2016
LCAP Goal 2: Identified classified staff, certificated and administrative staff will participate in professional development trainings that will assist in: 1. Preparing our students for college, career and lifelong readiness and/or 2. Providing on-going support for learning and growth within the profession to increase skills to better support the engagement and attendance of all students.			
Goal/ Metric	Description	Who is responsible?	When data will be collected?
Goal 2, Metric 2	All certificated staff will have the opportunity to participate in Common Core PD sessions and will share within their PLCs what	ALL Principals and Ed Services	Feb 2016
Goal 2, Metric 3	100% of administrators will have the opportunity to participate PD sessions and will share within their PLCs what they've learned and implemented at their school.	ALL Principals and Ed Services	Feb 2016
Goal 2, Metric 4	Identified classified staff will have the opportunity to participate in PD sessions aligned to the goals of the District and LCAP.	ALL Principals and Ed Services	Feb 2016
LCAP Goal 3: The district will increase student, parent, and community engagement and support programs that foster a stronger, more positive, connection between school and home.			
Goal/ Metric	Description	Who is responsible?	When data will be collected?
Goal 3, Metric 4	Anti-bullying efforts will continue at all schools and SSFUSD will see a decrease in bullying incidents.	ALL Principals	Feb 2016
Goal 3, Metric 5	The graduation rate will increase from 92.6% to 93.6% or more.	High School Principals and Ed Services	Feb 2016
Goal 3, Metric 8	Suspension rate will decrease by 5% overall and in ethnic subgroups	High School Principals and Ed Services	Feb 2016
Goal 3, Metric 9	Sign in sheets (total participants at each site and district facilitated meetings) will be used to quantify an increase in parent	ALL Principals and Ed Services	Feb 2016 May 2016
Goal 3, Metric 10	The overall dropout rate will decrease by minimally 1% for middle and high school.	High School Principals and Ed Services	Feb 2016 May 2016
Goal 3, Metric 11	Sites will complete a truancy rate survey to measure chronic absenteeism and school attendance rates.	ALL Principals and Ed Services	Feb 2016 May 2016

Schoolwide Action Plan 2018-2024

The WASC Action Plan Team (comprised of 4 site administrators, the WASC Coordinators, and five teachers) worked through a collaborative effort to analyze the WASC surveys, California Healthy Kids Survey, and Chapter 2 through Chapter 3 data. Schoolwide Goals were shared with faculty and staff. Input was requested and collected. The WASC Action Plan Team disaggregated their responses and categorized them into action items. Parents and students were invited to contribute to the action plans by submitting their responses through online surveys (parents were given survey monkey; students were given Google forms). All comments and concerns were collected, analyzed, categorized by themes, and are now listed as action plans in this report.

Table 40

South San Francisco High School's Schoolwide Action Plan for 2018-2019 School Year

Goal 1 - School Climate and Morale - South San Francisco High School will improve community engagement by cultivating pride and respect through schoolwide programs, events, and activities that help promote positive and meaningful relationships among all stakeholders.					
Action Item	Person(s) Responsible	Resources Needed	Implementation Year and Tasks		
			2018-2019	2019-2020	2020-2021
1) Create task force to explore student behavior expectations (ex: reevaluation of dress code).	Admin and Teacher Leaders	PD for team in developing matrix	Revise expectations and consequences for technology, language, gender neutral dress code, and citizenship Present revised behavior plan to faculty and staff and implement agreed-upon matrix	Review data and revise accordingly Ensure that new teachers are acquainted with and ready to apply strategies from the behavior matrix	Compare data of the previous two years and revise matrix.
2) Review and revise student intervention matrix with focus on follow through and accountability.	APs and support staff Faculty and Staff Team Parents and Students	Community / Family Liaison who could help with parent intervention nights and follow through	Develop consistent measures for Interventions (behavior matrix) and embedded family/ staff meetings with follow up communication Homework Center/Academic support: "flag" students for follow up	Review data and adjust content and frequency of interventions. Develop SEL (Social/ Emotional Learning) Curriculum	Structured data review with staff and families to improve the intervention process

3) Improve staff/ faculty and administrative communication with greater focus on student academic achievement and greater visibility and equity in celebrating success.	Admin Faculty Staff Students	Training in media outlets to communicate with the broader community and among faculty and staff.	Review and revise media and communication tool availability Pilot a weekly newsletter(email/ hard copy) to staff with (announcements, protocols, schedule changes, anything not up for discussion) Engage in a Norming process for reviewing expectations for faculty meetings and department meetings Increase frequency of staff/faculty “get togethers” from 3 annually to 6 annually Increase frequency (staff retreat) and include some type of team building activity during most faculty/meeting Continue inviting veteran teachers to present at New Teachers Meetings (ie SpEd, clubs, EL, ASB) Clarify and practice accordion process for communicating information from teacher/staff/student suggestions and incident or events that occur	Use of a weekly newsletter (email/ hard copy) to staff with (announcements, protocols, schedule changes, anything not up for discussion) Review and determine if norms need to be adjusted (2 x a year) Expectations for faculty meetings and department meetings Increase frequency of staff/faculty “get togethers” from 3 annually to 4 annually Increase frequency (6/10)and include some type of team building activity during most faculty/meeting Continue inviting veteran teachers to present at New Teachers Meetings (ie SpEd, clubs, EL, ASB) Review and use accordion process for communication	Determine if the newsletter need to be revised or updated Determine if Expectations for faculty meetings and department meetings needed to be updated. Review and determine if norms need to be adjusted (2 x a year) Expectations for faculty meetings and department meetings Increase frequency of staff/faculty “get togethers” from 3 annually to 6 annually Increase frequency (10/10) and include some type of team building activity during most faculty/meeting Continue inviting veteran teachers to present at New Teachers Meetings (ie SpEd, clubs, EL, ASB) Review and use accordion process for communication
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4) Explore opportunities to equitably showcase student performance, athletics, clubs and activities.	Admin Staff ASB ICC Students	Calendar items from Admin Retreat Community Liaison to communicate	Establish a student committee to take leadership in designing lunch-time assemblies to showcase dance, band, and color guard. Strengthen media outlets and parent communication channels (school website, use of Peachjar, Facebook, schoolloop), as measured by increase of parent awareness of School business (annual survey) Use ICC to generate interest to schedule/create more events hosted by the clubs on campus (ie Math night competition and academically related events (x2 per year) Revise school festival, Day on the Green, to feature the clubs, activities, and programs on campus Increase opportunities to showcase student cultural heritage by revisiting Multicultural Week events and planning through ASB and school clubs.	Student committee successfully takes leadership and runs 4 lunch-time assemblies to showcase dance, band, and color guard. Strengthen media outlets and parent communication channels (school website, use of Peachjar, Facebook, schoolloop), as measured by increase of parent awareness of School business (annual survey) Use ICC to generate interest to schedule/create more events hosted by the clubs on campus (ie Math night competition and academically related events (x4 per year) Increase amount of school festivals to feature the clubs, activities, and programs on campus (x2 year) Increase opportunities to showcase student cultural heritage by revisiting Multicultural Week events and planning through ASB and school clubs.	Student committee successfully takes leadership and runs 6 lunch-time assemblies to showcase dance, band, and color guard. Strengthen media outlets and parent communication channels (school website, use of Peachjar, Facebook, schoolloop), as measured by increase of parent awareness of School business (annual survey) Use ICC to generate interest to schedule/create more events hosted by the clubs on campus (ie Math night competition and academically related events (x6 per year) Revisit expectations of school festivals to feature the clubs, activities, and programs on campus (x2 year) Increase opportunities to showcase student cultural heritage by revisiting Multicultural
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					Week events and planning through ASB and school clubs.
5) Improve student/ staff respect through common events, competetions and discus-sions.	Students Faculty Staff, Admin	Positive Behavior Intervention Support Systems (PBIS)	Review protocol for expectations for positive interactions and completing school business. Development of Tier 1-3 PBIS and Pilot. Continue teacher and counselor supported Restorative practices. Investigate department and schoolwide practices	Review protocol for expectations for positive interactions and completing school business Full implementation of Tier 1-3 PBIS. Discuss options for supplementing current reinforcement options & pilot the activities	Review protocol for expectations for positive interactions and completing school business Review and adjust implementation of Tier 1-3 PBIS. Implement activities at the department or whole school level.
6) Evaluate current community organization/ school relationships and explore needs for students and staff teams.	District and School Admin CTE District Coordinator	Access and partnership with Community resources	Needs assessment for community outreach for students via survey. Increase modes of participation (videotape and broadcast) at University and College presentation events at our site as evidenced by at least 1 posted video annually	Pursue relevant partnerships between community organizations & communication to students/ families about these opportunities Increase modes of participation (videotape and broadcast) at University and College presentation events at our site as evidenced by at least 3 posted videos annually	Develop a Full Time Community Liaison Position to oversee community outreach and partnerships. Increase modes of participation (videotape and broadcast) at University and College presentation events at our site as evidenced by at least 4 posted videos annually
7) Improve school pride (ex. increase participation in school	All faculty, staff, ASB students	Training time Materials and equipment for school beautification	Identify and create a student service group/commissioner to promote positive climate and improve	Student service group/ commissioners work to promote positive climate	Continue work

beautifica- tion efforts, staff involvement in school rallies).			school beautification Identify areas that need beautification and create timeline projects Admin, ASB, Athletic Director, plan out school year rallies and promoting school pride	and improve school beautification Identify areas that need beautification and create timeline projects Survey and disaggregate data	
8) Improve home-to- school and school-to- home outreach communica- tions	Admin, faculty, admin assistants	Schoolloop news and Schoolloop e-mail, PeachJar, school messenger trainings	Continue Weekly communications via Schoolloop, and Robo-calls of school events for parents to attend. Increase access to meeting notes, via the attachment of ppt, and even video of events to provide access to parents that cannot attend in person, as measured by 1 or more major events (BTS, 8th Grd., Showcase, AP night) videoed and upload to school website	Continue Weekly communications via Schoolloop, and Robo-calls of school events for parents to attend. Increase access to meeting notes, via the attachment of ppt and even video of events to provide access to parents that cannot attend in person, as measured by 2 or more major events videoed and upload to school website	Assess Community view of the weekly communications Increase access to meeting notes, via the attachment of ppt, and even video of events to provide access to parents that cannot attend in person, as measured by 3 or more major events videoed and upload to school website
9) Increase staff/ faculty retention and morale	All faculty and staff District and Site admin Department Chairs	Welcoming and supportive school climate/culture New teacher site orientation and New teacher meetings run by school admin Department Chair support	See Action 3 for continued work in a welcoming and supportive school climate/culture. Continue New Teacher site orientation annually Continue meetings run by school admin, ask for feedback and adjust for next year. Dept Chair support, as measured by frequent “check ins” with new teachers and feedback to admin on New Teacher(s) work.	See Action 3 for continued work in a welcoming and supportive school climate/culture Continue New Teacher site orientation annually Continue meetings run by school admin, ask for feedback and adjust for next year Continue work	See Action 3 for continued work in a welcoming and supportive school climate/culture Continue New Teacher site orientation annually Continue meetings run by school admin Continue work

Goal 2 - Professional Development - South San Francisco High School will support faculty and staff by providing relevant professional development seeking to create capacity and expertise in both curriculum program implementation and addressing the specific needs of our student population.

Action Item	Person(s) Responsible	Resources Needed	Implementation Year and Tasks		
			2018-2019	2019-2020	2020-2021
1) Increase training targeted to special populations of students, including their social/emotional needs.	All faculty and staff	Special Education laws, policies EL data	Develop and present an annual training and around SpEd policies, Laws and expectations Survey EL students to determine who has had no previous schooling Continue to offer Co-teaching PD before the school year. Increase co-teaching PD offered during the year by 1 session. Offer a staffwide PD on understanding approximation Trauma, Crisis Cycles, and trauma informed practices Continue to annually review with all staff (during staff meeting) Tier 1 and tier 2 supports, SST process annually: Work with AC to refine tracking system for progress/data	Continue annual training around SpEd policies, laws, and expectations Use this information to develop a progress monitoring system to support the EL population with no previous schooling Continue to offer Co-teaching PD before the school year. Increase co-teaching PD offered during the year by 2 session. Review training of on understanding approximation Trauma, Crisis Cycles, and trauma informed practices Continue to annually review with all staff (during staff meeting) Tier 1 and tier 2 supports, SST	Continue annual training around SpEd policies, laws, and expectations Continue to fine tune and use a progress monitoring system to support the EL population with no previous schooling Continue to offer Co-teaching PD before the school year. Increase co-teaching PD offered during the year by 4 session. Create an annual review training targeted to clarify expectations and offer a more indepth training/ review for new staff on understanding approximation Trauma, Crisis Cycles, and trauma informed practices Continue to annually review with all staff (during staff meeting) Tier 1 and tier 2 supports, SST process annually: Use and refine tracking system for progress/data Review training for new faculty and staff on and Pilot Restorative practices

			Research and Discuss Restorative practices to pilot Bring in a Consultant to foster Culturally Responsive interactions with students Pre/post survey	process annually: Work with AC to Pilot the tracking system for progress/ data Review training for new faculty and staff on Restorative practices Evaluation of consultant and progress made on culturally responsive interactions Pre/post survey	Task Committee with maintaining awareness and next steps from information learned Pre-post survey
2) Training to support students with their academic needs.	All faculty and staff	Training and time for all staff to work in their depts Annual training for school counselors	Discuss Inter-disciplinary training (writing/science, science/math) Guest speakers from colleges to learn about requirements and expectations, provide annual training opportunities to counselors to keep them up to date	Implement common process language for Interdisciplinary training (writing/science, science/math) Guest speakers from colleges to learn about requirements and expectations, provide annual training opportunities to counselors to keep them up to date	Monitor Implementation of common process language for Inter-disciplinary training (writing/science, science/math) Guest speakers from colleges to learn about requirements and expectations, provide annual training opportunities to counselors to keep them up to date

3) Develop plans to differentiate and make effective use of PLC time.	All faculty and admin District admin	Training and time for collaboration Department Chairs to be trained on protocols Site admin to train Department Chairs on protocols	More collaboration time for dept (Inter-department and grade level collaboration) Focused PLC time for Curriculum development Each Dept. to conduct a mini “Needs Assessment” and create annual goals based on needs (i.e., Department collaboration, designing common assessments, common language around classroom management, etc.)	Inter-department and grade level collaboration Curriculum development Assess and evaluate needs and process from previous year Assess and evaluate needs and process from previous year and design or update goals	Presentation of Inter-department & grade level collaboration Curriculum development Assess and evaluate needs and process from previous year Assess and evaluate needs and process from previous year and design or update goals
4) Increase involvement of paraprofessional and classified staff in trainings to support students.	All paras and classified staff Admin and teacher leaders	Training and time	At least one PD sessions for paras sponsored by SpEd or EL depts on how to manage difficult behavior, crisis communication	Increase PD for paras sponsored by SpEd or EL depts about behavior, crisis communication to 2-4 planned sessions.	Increase PD for paras sponsored by SpEd or EL depts about behavior, crisis communication to 5-8 planned sessions.
5) Training for staff to have greater understanding of student heritage and cultural norms.	All Staff	Trainers, Training and time, cost of organization to train	Continue to research and invite organizations to work with SSFHS in order to develop cultural competence, emotional intelligence, empathy, gender, and ethnic identity awareness within the staff Identify faculty members to be part of Professional Development planning Conduct Pre/post evaluations to determine level of competency	Continue to research and invite organizations to work with SSFHS in order to develop cultural competence, emotional intelligence, empathy, gender, and ethnic identity awareness within the staff Conduct Pre/post evaluations to determine level of competency	Continue to research and invite organizations to work with SSFHS in order to develop cultural competence, emotional intelligence, empathy, gender, and ethnic identity awareness within the staff Conduct Pre/post evaluations to determine level of competency

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.

Action Item	Person(s) Responsible	Resources Needed	Implementation Year		
			2018-2019	2019-2020	2020-2021
1) Develop cross-curricular projects and programs centered around vocational and professional skills	All Faculty and Staff Community	Collaboration time Training and resources used for projects and programs	Update a compiled list of mentors used for the Senior Capstone projects to provide to students with directory for future Identify specific PLC cross curricular groups to collaborate during early release time to design long term projects specifically addressing mentorships, Financial literacy (functional/practical math), resume/cover letter, Formal emails (standard formatting), Face-to-face communication, and Oral presentation preparation	Update and compile mentor list from 2018-2019 as resources Maintain work and present results from PLC cross curricular groups. Cross Collaboration to design lessons around vocational and professional skills in Financial literacy (functional/practical math), resume/cover letter, Formal emails (standard formatting), Face-to-face communication, and Oral presentation preparation	Update and compile list of mentors from 2019-2020 senior capstone project Continue work with PLC cross curricular groups. Cross Collaboration to design lessons around vocational and professional skills in Financial literacy (functional/practical math), resume/cover letter, Formal emails (standard formatting), Face-to-face communication, and Oral presentation preparation
2) Develop cross-curricular projects that integrate current events, civic engagement, and community	All teachers	Collaboration time Training and resources on how to integrate	Identify PLC cross curricular groups (Example: math, science, VAPA, CTE, PE, ELD and Special Ed collaborate; English social studies, world language, ELD, Special Ed, collaborate) Use PLC and embedded time scheduled for teacher collaboration to discuss grade level	Maintain work. Present results from PLC cross curricular groups to design projects that integrate current events, civic engagement, and community Use PLC and embedded time scheduled for teacher collaboration to discuss grade level planning and mapping of projects	Continue work with PLC cross curricular groups to design projects that integrate current events, civic engagement, and community Use PLC and embedded time scheduled for teacher collaboration to discuss grade level planning and mapping of projects

			planning and mapping of projects (Field trips; Teaching about poverty cycle; Growth mindset; Life lessons as they relate to our community) Evaluate effectiveness of project design & Teacher training	(Field trips; Teaching about poverty cycle; Growth mindset; Life lessons as they relate to our community) Evaluate effectiveness of project design & Teacher training	(Field trips; Teaching about poverty cycle; Growth mindset; Life lessons as they relate to our community) Evaluate effectiveness of project design & Teacher training
3) Develop cross-curricular projects that integrate students' culture and experiences	All teachers in cross-curricular departments	Collaboration time	Identify PLC groups across the curriculum Use embedded collaboration time to include grade level and content subject level to develop lessons and projects that embed students culture and experiences (Rigorous discussions around culture; Culturally relevant texts; Relatable lessons; Expand ethnic studies classes - Raza, Pacific Islander, Black) Evaluate and assess effectiveness	Continue work Identify PLC cross curricular groups (Example: math, science, VAPA, CTE, PE, ELD and Special Ed collaborate; English social studies, world language, ELD, Special Ed, collaborate) Use PLC and embedded time scheduled for teacher collaboration to discuss grade level planning and mapping of projects (Field trips; Teaching about poverty cycle; Growth mindset; Life lessons as they relate to our community) Evaluate effectiveness of project Teacher training	Continue work Identify PLC cross curricular groups (Example: math, science, VAPA, CTE, PE, ELD and Special Ed collaborate; English social studies, world language, ELD, Special Ed, collaborate) Use PLC and embedded time scheduled for teacher collaboration to discuss grade level planning and mapping of projects (Field trips; Teaching about poverty cycle; Growth mindset; Life lessons as they relate to our community) Evaluate effectiveness of project Teacher training
4) Strengthen our academic opportunities	Teachers, counselors, admin team	Online practice test taking sites RTI2 resources	Provide training on test taking skills Identify PLC groups across the curriculum	Continue the work; Evaluate and assess effectiveness via survey	Continue the work; Evaluate and assess effectiveness via survey

and interventions to support student learning.		Grade level teams for parent/ intervention nights	Update Response to Intervention to clarify resources and support services Extend paraprofessional hours to full day; Use embedded collaboration time to include grade level and content subject level to develop lessons and projects that embed students culture and experiences (Rigorous discussions around culture; Culturally relevant texts; Relatable lessons; Expand ethnic studies classes - Raza, Pacific Islander, Black) Provide additional individualized school services and support system in core subjects (math and English) Increase bilingual staff and faculty Create grade level teams to organize intervention nights and meet regularly to review student progress Evaluate and assess effectiveness via survey		
5) Staff will continue to develop common assessments derived from	Teachers and middle school teachers	Districtwide collaboration between middle school and high school	Identify PLC groups by grade and content Use embedded time for the development	Continue to use embedded time for the development and implementation of units and common assessments	Continue to monitor embedded time for development of units and common assessments (horizontal /vertical

articulation between middle and high school subjects and across grade levels.			of units and common assessments (horizontal /vertical assessments; Streamlined sped curriculum and funding for sped classrooms; Vertical: essay writing)	(horizontal /vertical assessments; Streamlined sped curriculum and funding for sped classrooms; Vertical: essay writing) Monitor student performance	assessments; Streamlined sped curriculum and funding for sped classrooms; Vertical: essay writing)
6) Continue review of block schedule as a district wide initiative.	All faculty departments District admins and site admins	Teacher led trainings	Training on how to utilize block schedule Teacher collaboration time to design curriculum	Continue to support teacher collaboration time to design curriculum	Continue the work
7) Evaluate current field trips for effectiveness and engagement in order to improve future field trips.	Admin, departments, teachers, students	Survey and collaboration time to create survey, send out and collect data, and evaluate results of survey	Identify all school sponsored field trips Create surveys for students and faculty input on field trip effectiveness and engagement.	Identify all school sponsored field trips from previous year Use survey input to identify and improve/remove future field trips	Continue the work