



SOUTH SAN FRANCISCO HIGH SCHOOL

SPECIAL 1-YEAR PROGRESS REPORT

400 B Street

South San Francisco, CA 94080

South San Francisco Unified School
District

Accrediting Commission for Schools
Western Association of Schools and Colleges

II. Significant School Changes and Developments

School year 2015-16 has brought change in staffing, most significantly 16 new teachers. A few interesting aspects are as follows: one of these new teachers returned to teaching with us from a year doing other things; two had been substitutes for our district for some time; and one transitioned to teaching from working with our at-risk students for several years in the community-based organization, Emerging Leaders Program. Even though South San Francisco High School has been through several challenging changes in hiring staff, the changes also brought fresh perspectives as well as young teachers - some were former students, and some knew the school or district in another capacity.

Culture is affected by change, and this year has seen its challenges. For example, veteran teachers may find it difficult to engage with new teachers. New teachers cluster in specific departments. The addition of new buildings and limited collaboration time for faculty and staff made it challenging to get to know each other. Some efforts have been made to encourage collegiality, and more work on staff unity will be done in the 2016-17 school year.

Students have noted the changes. Juniors and Seniors, especially, feel the shift in culture as favorite teachers leave and new ones take their place. Relationships are critical to students' success – with so many new teachers to learn and work with, building relationships can be daunting for both staff and students.

We also had one to replace and hire an assistant principal. Although we started the school year with high hopes for this person who spoke Spanish and had some administrative experience, we found that he wasn't a good fit for our school and will not be returning. For 2016-2017, we hired a new assistant principal who was a former employee of the district and an administrator on the Peninsula has accepted the position and we feel confident she will be a major asset to the administrative team and the school.

On-site BTSA providers have helped teachers new to the profession and will continue to work with them as they transition to their second year in the program. Having in-service veteran teachers support those in their departments makes all the difference in dealing with all that first year teachers go through.

Beyond staffing, the new buildings are functional and teachers moved in just before school started in August 2015. New technology in the rooms had to be learned and, as with any new construction, there were mechanical issues dealt with by site and district staff.

Academic course offerings are expanding and include Honors, AP, and CTE courses. In 2015-2016, AP Language and Composition and Digital Photography were approved and added. In 2016-2017, SSFHS will offer Exploring Computer Science, AP Computer Science, and Biotechnology. In 2017-2018, SSFHS will offer AP Physics and AP Chemistry. With Genentech as our primary partner in education, we are increasing the number of biology sections offered 2016-2017 to prepare students for Biotechnology and AP science courses.

Math teachers have been piloting two textbook options during the year, and a selection has been made with new texts purchased for 2016-17. Spanish and French have also selected new texts and English Language Arts is in the process of reviewing and selecting new texts K-12. Our English department will pilot a text in the Fall 2016.

As for engaging parent and community, this school year we have added more resources and programs for parents to attend or get involved in or both. This school year we invited Parent Project – in Fall 2015 classes were targeted for our Spanish-speaking families; in Spring 2016 classes were targeted for our English-speaking families. The Spanish-speaking cohort continued to meet every other week and will continue in the school year 2016-2017. Additionally, the African American Parent Advisory Committee was formed and many families attend. SSFHS has partnerships with businesses and organizations such as with Genentech, Youth Service Bureau, Pyramid, Fresh Lifelines for Youth, who all provide academic support or socio-emotional support for our students.

As noted in the previous progress report, we have a new building that has been named the “Science Garage” breaking ground this summer, funded and managed by Genentech. That partnership has also brought Biotech courses to the campus beginning 2016-17 and we have an existing teacher taking these courses, with the support of the district Teacher on Special Assignment and the FutureLab Advisory Committee. School year 2016-17 is shaping up to be an exciting year with some very positive changes falling into place. Spring 2016-17 we will begin our self-study process for our 6-year review in 2018.

WASC Report – Alignment of Goals

Areas of Improvement	Action Steps	Progress
Revisit the discussions on shared collaborated 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.
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	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.

	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	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 Professional Development during school year 2016-2017.
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	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.

	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.	
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") • 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 - Wednesdays) • Boys group - at risk Latino students (N. Gonzalez-Perez Pyramid; Navarro/Lopez) • Intervention counseling groups • Peer Leaders • ASB events	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

	• Folklorico/Spanish courses and Day of the Dead celebrations • Sophomore bullying unit • LGBT events, such as Ally Week and Day of Silence • Video segments (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, Martin 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 and sponsorship– Ramirez • ACE Climate Change assembly – (Earth Club) • Anti-Bullying assemblies for all 9th grade students (PE) - SSFPD and SSFHS Admin • School Safety Advocate – mediates conflict between students • Ethnic Studies coursework (Mr. Dela Cruz): Student research and 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 (“Where are you from?” map)	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 district wide Professional Development 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.
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 Your 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.
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	We are providing liaison services as funding allows. Community liaison work is spread among existing staff and additional hours/time is funded

	teacher/family communication • Mr. Navarro is the facilitator of the Boys Group • Mr. Flores is the liaison for the Latino parent group	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: 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 pre-requisites 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,	Open access is becoming institutionalized through teacher and counselor work, as well as handbook revisions. Website posting to publicize courses and student test results

	AP Chemistry, AP Physics (2017-18) Increased enrollment: Geometry Honors, 2 sections from 0; AP Language, 3 sections from 2	
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 completed 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.
Increase parent involvement, communication, 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	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.

	and community resources. Topics included: • Bullying • Drug education (XANAX presentation from SSFPD) • Gang issues • Common Core, especially Math curriculum • Pedestrian safety • Sexting and Texting and social media safety • Intervention Nights: • 9th Grade Intervention Night - held in early September 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 translation was provided. • 10th and 11th Grade Intervention Night - 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	
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	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 (Tuesday) - 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 (Wednesday) • Filipino/Filipino American parents • How to help your child succeed in high school and beyond. Initially met in March and April, 2016 (Tuesday) • ELAC meets regularly on the 3rd Tuesday of the month • PTSA and Boosters meets regularly on the 4th Tuesday of the month • Site Council meets regularly, scheduled for the 4th Tuesday of the month • Counseling and College/Career education nights: • “Life After High School” for both 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 (Mondays) at Westborough Middle School • District English Learners Advisory Committee (DELAC) - Meets monthly (Tuesdays)	
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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,	In progress. Opportunities for cross curricular collaboration have been discussed and will continue to be a part of PLC time.

	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.	One example of cross-curricular work of 2015-16 is the sharing of Literature Circle curriculum between English and Science.
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 pre-requisites.