

**South San Francisco High School  
Mid-cycle Progress Report**

**400 B Street  
South San Francisco, California 94080**

**South San Francisco Unified School District**

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**Accrediting Commission for Schools  
Western Association of Schools and Colleges**



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## Section I: Introduction and Basic Student/Community Profile

### Data



## **I. INTRODUCTION AND BASIC STUDENT/COMMUNITY PROFILE**

South San Francisco High School is an ethnically, culturally, and socio-economically diverse school located in the city of South San Francisco. According to the US Census projections, the population of South San Francisco in 2013 is estimated at 66,174 reflecting a 3.9% increase from 2010. The demographic composition is 29.3% White, 1.7% African American, 41.4% Asian, 16.8% Latino, 0.3% Native American, 3.0% Native Hawaiian and Other Pacific Islander, and Two or more races 7.3%. Over 7% live below the poverty level, and of that, 5.9% have children under the age of 18. The per capita income is \$29,428 and the median household income is \$81,361. While English is predominately spoken in the home, 24.3% speak Spanish in the home, and 23.7% speak Asian and Pacific Islander languages. Census reports that 12.4% of the population are not US citizens. Of the population, ages 25+, 87.9% are high school graduates, and 28.4% have obtained a Bachelor's degree or higher.

### **South San Francisco High School Student Demographics**

South San Francisco Unified School District serves this diverse multi-cultural community through nine Elementary Schools, three Middle Schools, and three High Schools. The nine Elementary Schools are located throughout the city to serve specific geographic areas. All schools work to serve their specific student population.

South San Francisco High School enrollment has been consistent from 2010-2014 and reflects the diverse dynamics of South San Francisco's population. Table 1 shows the student enrollment trend by ethnicity since 2010. Table 2 shows the student enrollment trend per grade from 2010-2014.

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**Table 1: Enrollment Trends by Ethnicity**

| Ethnicity of School          | 2010-2011<br>Total Enrolled % |       | 2011-2012<br>Total Enrolled % |       | 2012-2013<br>Total Enrolled % |       | 2013-2014<br>Total Enrolled & |       | 2014-2015*<br>Total Enrolled % |     |
|------------------------------|-------------------------------|-------|-------------------------------|-------|-------------------------------|-------|-------------------------------|-------|--------------------------------|-----|
| African-American             | 37                            | 2.4%  | 33                            | 2.2%  | 25                            | 1.7%  | 24                            | 1.6%  | 40                             | 3%  |
| Native American              | 3                             | 0.2%  | 0                             | 0%    | 0                             | 0%    | 1                             | 0.1%  | 7                              | 1%  |
| Asian                        | 171                           | 11.3% | 164                           | 10.8% | 145                           | 10.1% | 130                           | 8.8%  | 131                            | 9%  |
| Filipino                     | 55                            | 3.6%  | 64                            | 4.2%  | 88                            | 6.1%  | 113                           | 7.7%  | 324                            | 23% |
| Latino                       | 730                           | 48%   | 740                           | 48.8% | 709                           | 49.2% | 762                           | 51.8% | 719                            | 51% |
| Pacific Islander             | 61                            | 4%    | 54                            | 3.6%  | 42                            | 2.9%  | 45                            | 3.1%  | 61                             | 4%  |
| White                        | 108                           | 7.1%  | 100                           | 6.6%  | 94                            | 6.5%  | 92                            | 6.3%  | 120                            | 9%  |
| English Language Learner**   | N/A                           |       | 241                           | 15.9% | 264                           | 18.3% | 231                           | 15.7% | 197                            | 14% |
| Two or more Races            | 355                           | 23.4% | 361                           | 23.8% | 339                           | 23.5% | 304                           | 20.7% | N/A                            |     |
| Students with Special Needs+ | 150                           | 10%   | 142                           | 10%   | 134                           | 10%   | 159                           | 11%   | 197                            | 14% |
| Total                        | 1520                          |       | 1516                          |       | 1442                          |       | 1471                          |       | 1402                           |     |

\*Ed Data not available for 2014-2015. Data used is based on SSFHS enrollment.

\*\* English Language Learner numbers excluded from total enrollment.

+ Students with special needs enrollment numbers not available through Ed Data.  
Numbers are not factored into enrollment totals.

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**Table 2: Enrollment Trend**

|             | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total |
|-------------|---------|----------|----------|----------|-------|
| 2010 - 2011 | 433     | 374      | 399      | 314      | 1520  |
| 2011-2012   | 375     | 442      | 372      | 327      | 1516  |
| 2012-2013   | 355     | 355      | 417      | 315      | 1442  |
| 2013-2014   | 375     | 356      | 368      | 372      | 1471  |
| 2014-2015   | 382     | 370      | 337      | 313      | 1402  |

Although SSFHS enrollment trends remain consistent since 2010, the increase in the Latino subgroup is due, in part, to the addition of The Newcomer Program, which as of the 2014-2015 school year, is only offered at SSFHS. Students who attend El Camino High School can either sign a waiver to remain there or be transferred to South San Francisco High School for English Language services. English Language Learner's continue to under perform and present the most significant challenge in terms of educational parity (see Section II for more discussion on this topic). Currently, 49% of students qualify for free or reduced lunch.

### **Faculty/Staff**

South San Francisco High School faculty is comprised of 76 credentialed/certificated staff members (63 certificated teachers, four counselors, four administrators, one librarian, one instructional coach, one workability, one psychologist, and one speech pathologist) and 39 classified staff members who provide clerical, custodial, security, nutrition services and instructional support. Table 3 and Table 4 reflect this data. South San Francisco High School's faculty is a highly qualified and well-respected teaching staff. The ethnic composition of the faculty does not mirror the ethnic diversity of the campus. Five faculty

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members teach in multiple departments outside their field of specialization, which has been approved by the District's Committee on Teaching Assignments.

**Table 3: Credentialed/Certificated Staff Demographics**

|         | Admin | Teachers | Counselor | Librarian | Instructional Coaches | Speech Pathologist | Workability | Psychologist | Total |
|---------|-------|----------|-----------|-----------|-----------------------|--------------------|-------------|--------------|-------|
| Males   | 3     | 26       | 2         | 0         | 1                     | 1                  | 1           |              | 34    |
| Females | 1     | 37       | 2         | 1         | 1                     |                    |             | 1            | 43    |

**Table 4: Classified Staff Demographics**

|         | Instructional Aides in Special Ed | Instructional Aides in ELD | Campus Security | Nutrition Services | Custodial | Coaches | Total |
|---------|-----------------------------------|----------------------------|-----------------|--------------------|-----------|---------|-------|
| Males   | 1                                 | 0                          | 3               | 0                  | 4         | 26      | 34    |
| Females | 8                                 | 2                          | 1               | 8                  | 2         | 2       | 23    |

Certificated Coaches M: 4; Certificated Coaches F: 1

**Table 5: Faculty/Staff Ethnicity**

|                   | Female | Male | Total |
|-------------------|--------|------|-------|
| African American  | 8      | 1    | 9     |
| American Indian   | 1      | 1    | 2     |
| Filipino          | 5      | 5    | 10    |
| Latino            | 8      | 11   | 19    |
| Pacific Islander  | 1      | 0    | 1     |
| White             | 33     | 19   | 52    |
| Two or more races | 3      | 4    | 7     |
| Asian             | 9      | 4    | 13    |

\*Excludes coaches, cafeteria staff

### Student Outcome Data

South San Francisco High School's student outcome data reflects areas of success and challenge for the school. The data was part of the analysis used for the development of the three critical academic needs, which include a continued focus on increasing the academic achievement of all students while focusing on targeted subgroup populations; specifically English Language Learners, Special Education Students, and Latino students. As we continue with the development and implementation of Common Core Curriculum across all disciplines, additional emphasis will be placed on these subgroups in an effort to close the achievement gap.

South San Francisco High School offers a comprehensive curriculum that reflects the District curriculum guidelines and the Common Core Standards. Seven Advanced Placement (AP) and six Honors (H) courses are offered along with a robust elective program that supports the core curriculum and is centered on providing students with relevant, interactive experiences. Table 6 shows AP and Honors courses offered and the student enrollment trends for 2011-2012, 2013-2014, and 2014-2015. Several additional programs are offered, which are designed to provide students with exposure to different job related fields to further enhance their academic experience. Table 7 shows the current teaching assignments and number of students enrolled in each course section. Additionally, the District participates with San Mateo County Office of Education to offer work experience classes, and concurrent enrollment programs through our local community colleges.

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**Table 6: Honors and Advanced Placement Trend**

|                                | 2011-2012                | 2012-2013                 | 2013-2014               | 2014-2015<br>Fall Semester |
|--------------------------------|--------------------------|---------------------------|-------------------------|----------------------------|
| Honors English                 | 1H: 44, 2H: 45<br>3H: 60 | 1H: 40, 2H: 39,<br>3H: 54 | 1H:70, 2H: 38,<br>3H:54 | 1H: 115, 2H: 71<br>3H: 27  |
| AP English                     | 52                       | 31                        | 36                      | 37                         |
| AP Government                  | 36                       | 30                        | 56                      | 60                         |
| AP US History                  | 41                       | 49                        | 46                      | 26                         |
| AP World<br>History            | N/A                      | N/A                       | 68                      | 28                         |
| AP Spanish                     | 20                       | 10                        | 10                      | 16                         |
| AP Calculus                    | 49                       | 59                        | 50                      | 32                         |
| AP Biology                     | 17                       | 29                        | 9                       | 14                         |
| AP Italian                     | N/A                      | 5                         | 6                       | 7                          |
| Modern World<br>History Honors | 95                       | 100                       | N/A                     | N/A                        |
| ALG 2 Honors                   | 67                       | 45                        | 35                      | 69                         |
| Geometry<br>Honors             | 21                       | 22                        | 26                      | 30                         |
| Econ Honors                    | 43                       | 32                        | 70                      | 69                         |
| Chemistry<br>Honors            | 22                       | 26                        | N/A                     | 28                         |

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**Table 7: Teaching Assignments (2014-2015 School Year)**

| Department      | Students | Total Sections<br>Fall Semester | Honors/AP<br>Sections | Teachers |
|-----------------|----------|---------------------------------|-----------------------|----------|
| AVID            | 205      | 7                               | 0                     | 6        |
| Auto            | 99       | 8                               | 0                     | 1        |
| Comm.Service    | 37       | 8                               | 0                     | 1        |
| Computer App.   | 33       | 1                               | 0                     | 1        |
| ELD             | 95       | 5                               | 0                     | 4        |
| English         | 1294     | 42                              | 4*                    | 13       |
| Ethnic Studies  | 87       | 3                               | 0                     | 3        |
| Health          | 199      | 6                               | 0                     | 2        |
| Art/Ceramics    | 176/166  | 9/9                             | 0                     | 2        |
| Music/Chorus    | 126      | 5                               | 0                     | 1        |
| Drama           | 53       | 4                               | 0                     | 1        |
| Dance/Folkloric | 139      | 7                               | 0                     | 2        |
| Leadership      | 42       | 1                               | 0                     | 2        |
| Digital Photo.  | 30       | 1                               | 0                     | 1        |
| Photography     | 102      | 7                               | 0                     | 1        |
| Woodshop        | 29       | 4                               | 0                     | 1        |
| P.E             | 842      | 20                              | 0                     | 6        |
| Math            | 1130     | 41                              | 3                     | 8        |
| Science         | 1050     | 38                              | 2                     | 8        |
| Social Science  | 964      | 30                              | 3                     | 10       |
| Special Ed      | 214      | 28                              | 0                     | 7        |
| Wk. Experience  | 54       | 4                               | 0                     | 1        |
| Wrld. Language  | 697      | 26                              | 2                     | 5        |
| Yearbook        | 18       | 1                               | 0                     | 1        |

\* Does not include Freshman Honors

AP pass rate for the past two years shows improvement in English Lit/Comp, US History, and Biology. Pass rate is achieving a score of 3 and above. Table 8 shows the AP courses and pass rate trends from 2010 – 2014.

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**Table 8: AP Pass Rates**

| AP Course         | % Pass rate<br>2010-2011 | % Pass rate<br>2011-2012 | % Pass rate<br>2012-2013 | % Pass rate<br>2013-2014 |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| English Lit/Comp  | 34%                      | 71%                      | 40%                      | 53%                      |
| Psychology        | N/A                      | N/A                      | 50%                      | 50%                      |
| US Gov/Politics   | 57%                      | 92%                      | 62%                      | 61%                      |
| US History        | 88%                      | 73%                      | 76%                      | 78%                      |
| Calculus AB       | 50%                      | 25%                      | 27%                      | 22%                      |
| Biology           | 52%                      | 42%                      | 54%                      | 67%                      |
| Italian Lang/Cult | N/A                      | 100%                     | 60%                      | 50%                      |
| Spanish Lang/Cult | 86%                      | 80%                      | 100%                     | 100%                     |
| World History     | N/A                      | 100%*                    | N/A                      | 22%                      |
| Chinese           | N/A                      | 100%*                    | N/A                      | N/A                      |
| European History  | N/A                      | 100%*                    | N/A                      | N/A                      |

N/A – Course was not offered at SSFHS

\* - Student took AP test, however, course was not offered at SSFHS

According to Table 9: D & F by Ethnicity, data reveals that based on student percentages, students who are of African American, Native American, and Pacific Islander decent struggle academically overall. Additionally, a large percent of our English Language Learners struggle academically.

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**Table 9: D & F Trend by Ethnicity**  
**Number of Students receiving at least one D or F**

|                             | 2011-2012<br>1 <sup>st</sup> Semester |      | 2011-2012<br>2 <sup>nd</sup> Semester |     | 2012-2013<br>1 <sup>st</sup> Semester |     | 2012-2013<br>2 <sup>nd</sup> Semester |     | 2013-2014<br>1 <sup>st</sup> Semester |     | 2013-2014<br>2 <sup>nd</sup> Semester |     |
|-----------------------------|---------------------------------------|------|---------------------------------------|-----|---------------------------------------|-----|---------------------------------------|-----|---------------------------------------|-----|---------------------------------------|-----|
| African American            | 46                                    | 94%  | 39                                    | 79% | 29                                    | 87% | 26                                    | 78% | 28                                    | 73% | 24                                    | 63% |
| Native American             | 3                                     | 100% | 2                                     | 66% | 5                                     | 62% | 7                                     | 87% | 4                                     | 57% | 6                                     | 85% |
| Asian                       | 32                                    | 18%  | 33                                    | 18% | 32                                    | 20% | 33                                    | 21% | 25                                    | 17% | 24                                    | 16% |
| Filipino                    | 123                                   | 33%  | 124                                   | 33% | 128                                   | 34% | 134                                   | 36% | 102                                   | 28% | 120                                   | 33% |
| Hispanic                    | 274                                   | 44%  | 254                                   | 40% | 234                                   | 37% | 235                                   | 37% | 217                                   | 32% | 220                                   | 33% |
| Pacific Islander            | 35                                    | 55%  | 35                                    | 55% | 36                                    | 60% | 32                                    | 53% | 30                                    | 53% | 27                                    | 48% |
| White                       | 42                                    | 33%  | 43                                    | 33% | 58                                    | 44% | 55                                    | 42% | 57                                    | 45% | 56                                    | 44% |
| English Language Learner    | 93                                    | 90%  | 89                                    | 86% | 112                                   | 80% | 112                                   | 80% | 128                                   | 80% | 133                                   | 83% |
| Students with Special Needs | 80                                    | 56%  | 78                                    | 54% | 70                                    | 52% | 72                                    | 53% | 68                                    | 45% | 62                                    | 41% |
| Total                       | 555                                   | 39%  | 530                                   | 37% | 522                                   | 37% | 522                                   | 37% | 463                                   | 33% | 477                                   | 33% |

According to Table 10, 11, and 12, data reveals that most students struggle in their core classes: English and Social Science. Additionally, data reveals that students struggle in Algebra I.

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**Table 10: 2013 – 2014 D/F Data  
1<sup>st</sup> Semester**

|                | 9 <sup>th</sup> Grade |       | 10 <sup>th</sup> Grade |       | 11 <sup>th</sup> Grade |       | 12 <sup>th</sup> Grade |       |
|----------------|-----------------------|-------|------------------------|-------|------------------------|-------|------------------------|-------|
|                | Total Enrolled        | % D/F | Total Enrolled         | % D/F | Total Enrolled         | % D/F | Total Enrolled         | % D/F |
| English        | 360                   | 19%   | 338                    | 31%   | 328                    | 33%   | 367                    | 18%   |
| Social Science |                       |       | 331                    | 27%   | 371                    | 23%   | 24                     | 41%   |
| Science        | 358                   | 29%   | 360                    | 34%   | 210                    | 34%   | 135                    | 16%   |
| Government     |                       |       |                        |       | 18                     | 55%   | 172                    | 14%   |
| Algebra 1      | 177                   | 47%   | 58                     | 72%   | 22                     | 64%   | 4                      | 25%   |
| Algebra 2      | 21                    | 0     | 125                    | 14%   | 67                     | 37%   | 60                     | 52%   |
| Geometry       | 166                   | 20%   | 128                    | 48%   | 99                     | 66%   | 20                     | 70%   |
| Pre-calculus   |                       |       | 17                     | 0     | 111                    | 9%    | 81                     | 14%   |
| Calculus       |                       |       |                        |       | 16                     | 6%    | 36                     | 0     |
| Statistics     |                       |       |                        |       | 1                      | 0     | 36                     | 0     |
| Economics      |                       |       |                        |       |                        |       | 164                    | 8%    |

**Table 11: 2013 – 2014 D/F Data  
2<sup>nd</sup> Semester**

|                | 9 <sup>th</sup> Grade |       | 10 <sup>th</sup> Grade |       | 11 <sup>th</sup> Grade |       | 12 <sup>th</sup> Grade |       |
|----------------|-----------------------|-------|------------------------|-------|------------------------|-------|------------------------|-------|
|                | Total Enrolled        | % D/F | Total Enrolled         | % D/F | Total Enrolled         | % D/F | Total Enrolled         | % D/F |
| English        | 368                   | 31%   | 336                    | 32%   | 303                    | 26%   | 338                    | 28%   |
| Social Science |                       |       | 310                    | 35%   | 326                    | 37%   |                        |       |
| Science        | 352                   | 33%   | 353                    | 40%   | 273                    | 29%   | 125                    | 16%   |
| Government     |                       |       |                        |       |                        |       | 156                    | 22%   |
| Algebra 1      | 173                   | 57%   | 66                     | 62%   | 12                     | 75%   | 6                      | 33%   |
| Algebra 2      | 29                    | 3%    | 121                    | 20%   | 67                     | 43%   | 52                     | 62%   |
| Geometry       | 162                   | 26%   | 133                    | 54%   | 85                     | 70%   | 23                     | 70%   |
| Pre-calculus   |                       |       | 17                     | 0     | 109                    | 16%   | 81                     | 35%   |
| Calculus       |                       |       |                        |       |                        |       | 35                     | 0     |
| Statistics     |                       |       |                        |       | 1                      | 0     | 57                     | 4%    |
| Economics      |                       |       |                        |       |                        |       | 150                    | 5%    |

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**Table 12: 2014 – 2015 D/F Data**  
1<sup>st</sup> Semester

|                | 9 <sup>th</sup> Grade |       | 10 <sup>th</sup> Grade |       | 11 <sup>th</sup> Grade |       | 12 <sup>th</sup> Grade |       |
|----------------|-----------------------|-------|------------------------|-------|------------------------|-------|------------------------|-------|
|                | Total Enrolled        | % D/F | Total Enrolled         | % D/F | Total Enrolled         | % D/F | Total Enrolled         | % D/F |
| English        | 360                   | 52%   | 339                    | 46%   | 310                    | 36%   | 281                    | 19%   |
| Social Science |                       |       | 337                    | 23%   | 326                    | 29%   |                        |       |
| Science        | 361                   | 28%   | 334                    | 37%   | 238                    | 33%   | 88                     | 18%   |
| Government     |                       |       |                        |       |                        |       | 262                    | 17%   |
| Algebra 1      | 180                   | 49%   | 59                     | 78%   | 12                     | 58%   | 3                      | 0     |
| Algebra 2      | 8                     | 13%   | 81                     | 35%   | 71                     | 64%   | 33                     | 58%   |
| Geometry       | 122                   | 32%   | 109                    | 48%   | 70                     | 57%   | 15                     | 87%   |
| Pre-calculus   |                       |       | 28                     | 4%    | 93                     | 8%    | 35                     | 37%   |
| Calculus       |                       |       |                        |       | 11                     | 9%    | 22                     | 5%    |
| Statistics     |                       |       |                        |       | 3                      | 0     | 63                     | 8%    |
| Economics      |                       |       |                        |       |                        |       | 128                    | 4%    |

### Student Achievement Data

Due to the shift to Common Core State Standards (CCSS), the last available achievement data to assess proficiency is from the California Standardized Testing (STAR) 2012-2013. While we did not meet our API goals, we have continued to show growth in six out of seven subgroups over the past four years (Asian, Filipino, Latino, English Language Learners, and White). Asians continue to be the highest performing ethnic group, and Latino, English Language Learners, and students with special needs continue to post the most significant achievement gaps, especially the Students with Disabilities subgroup, which continues to show a downward trend behind all other subgroups for the last four years.

The API scores have declined since 2009 – 2013 school years. Table 13 reveals that during school year 2009 – 2010, and 2010 – 2011, student API scores were met. However, during school year 2011 – 2012 and 2012 – 2013, API scores dropped.

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**Table 13: API Summary**

| Year      | API Score Base | API Target | API Score | Target | Statewide Ranking | Similar Schools |
|-----------|----------------|------------|-----------|--------|-------------------|-----------------|
| 2009-2010 | 764            | 5          | 781       | 769    | 7                 | 9               |
| 2010-2011 | 780            | 5          | 785       | 785    | 7                 | 9               |
| 2011-2012 | 785            | 5          | 765       | 790    | 7                 | 8               |
| 2012-2013 | 766            | 5          | 769       | 771    | 6                 | 3               |

Table 14 reveals that Filipino, Whites, and Asian API trends have declined whereas all other groups have either remained fairly constant or have improved each year. Overall, Asians are the only subgroup that has performed 800 and above all four years.

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Table 14: API Significant Subgroups

|                                 | 2009-2010 |           |               | 2010-2011 |           |               | 2011-2012 |           |               | 2012-2013 |           |               |
|---------------------------------|-----------|-----------|---------------|-----------|-----------|---------------|-----------|-----------|---------------|-----------|-----------|---------------|
| School wide                     | Base API  | API Score | Growth Target | Base API  | API Score | Growth Target | Base API  | API Score | Growth Target | Base API  | API Score | Growth Target |
| African American                |           |           |               | 700       | 661       |               | 662       | 709       | N/A           | 710       | 756       |               |
| Native American                 |           |           |               |           |           |               | NA        |           |               |           |           |               |
| Asian                           | 831       | 886       | A             | 886       | 898       | A             | 898       | 851       | A             | 851       | 865       | A             |
| Filipino                        | 817       |           |               | 887       | 849       |               | 848       | 821       |               | 821       | 773       |               |
| Latino                          | 718       | 729       | 5             | 725       | 735       | 5             | 736       | 720       | 5             | 721       | 725       | 5             |
| Pacific Islander                |           |           |               | 677       | 652       |               | 649       | 689       |               | 689       | 672       |               |
| White                           | 817       |           |               | 798       | 811       |               | 808       | 793       |               | 791       | 782       |               |
| Two or more Races               |           |           |               | 828       | 830       | A             |           |           |               | 830       |           |               |
| English Language Learner        | 672       | 675       | 6             | 673       | 694       | 6             | 696       | 648       | 5             | 648       | 698       | 8             |
| Socioeconomically Disadvantaged | 713       | 719       | 5             | 718       | 736       |               | 736       | 711       | 5             | 711       | 720       | 5             |
| Students with Special Needs     | 591       | 521       | 10            | 505       | 498       |               | 494       | 466       |               | 466       | 510       |               |

Note: "A" means the student group scored at or above the statewide performance target of 800.

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### California High School Exit Exam (CAHSEE)

The CAHSEE was given three times during 2013 – 2014, November, March, and May. South San Francisco High School students continue to perform well on the California High School Exit Exam. Tables 15 – 20 reveal that over 80% of tenth graders passed on the first try. March 2011 data also reveals that more females than males passed in ELA and Math testing in November, March and May. A continuing area of concern for the school is the ability of English Language Learners and Special Education students to successfully pass the test. As a school, we are in the process of reviewing new approaches and methodologies to aid in the mastery of the material for example, offering CAHSEE training after-school for more extended periods and CAHSEE tutorial classes for EL students.

Table 15: CAHSEE Results by grade level - November 2013

| Category | Number of Students Tested |      | Number of Students Passed |      | Percent Passed |      | Number Not Passed |      | Percent Not Passed |      | Mean Scaled Score |      |
|----------|---------------------------|------|---------------------------|------|----------------|------|-------------------|------|--------------------|------|-------------------|------|
|          | ELA                       | Math | ELA                       | Math | ELA            | Math | ELA               | Math | ELA                | Math | ELA               | Math |
| Tenth    |                           |      |                           |      |                |      |                   |      |                    |      |                   |      |
| Eleventh | 53                        | 58   | 16                        | 16   | 30%            | 28%  | 37                | 42   | 70%                | 72%  | 337               | 341  |
| Twelfth  | 25                        | 17   | 9                         | 5    | 36%            | 29%  | 16                | 12   | 64%                | 71%  | 340               | 343  |

Table 16: CAHSEE Results by gender – November 2013

| Category | Number of Students Tested |      | Number of Students Passed |      | Percent Passed |      | Number Not Passed |      | Percent Not Passed |      | Mean Scaled Score |      |
|----------|---------------------------|------|---------------------------|------|----------------|------|-------------------|------|--------------------|------|-------------------|------|
|          | ELA                       | Math | ELA                       | Math | ELA            | Math | ELA               | Math | ELA                | Math | ELA               | Math |
| Male     | 45                        | 35   | 14                        | 8    | 31%            | 23%  | 31                | 27   | 69%                | 77%  | 338               | 340  |
| Female   | 33                        | 40   | 11                        | 13   | 33%            | 33%  | 22                | 27   | 67%                | 68%  | 338               | 343  |

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**Table 17: CAHSEE Results by grade – March 2014**

| Category | Number of Students Tested |      | Number of Students Passed |      | Percent of Students Passed |      | Number Not Passed |      | Percent Not Passed |      | Mean Scaled Score |      |
|----------|---------------------------|------|---------------------------|------|----------------------------|------|-------------------|------|--------------------|------|-------------------|------|
|          | ELA                       | Math | ELA                       | Math | ELA                        | Math | ELA               | Math | ELA                | Math | ELA               | Math |
| Tenth    | 329                       | 321  | 276                       | 273  | 84%                        | 85%  | 53                | 48   | 16%                | 15%  | 381               | 387  |
| Eleventh | 35                        | 34   | 8                         | 11   | 23%                        | 32%  | 27                | 23   | 77%                | 68%  | 329               | 338  |
| Twelfth  | 20                        | 15   | 5                         | 3    | 25%                        | 20%  | 15                | 12   | 75%                | 80%  | 333               | 349  |

**Table 18: CAHSEE Results by gender – March 2014**

| Category | Number of Students Tested |      | Number of Students Passed |      | Percent Passed |      | Number Not Passed |      | Percent Not Passed |      | Mean Scaled Score |      |
|----------|---------------------------|------|---------------------------|------|----------------|------|-------------------|------|--------------------|------|-------------------|------|
|          | ELA                       | Math | ELA                       | Math | ELA            | Math | ELA               | Math | ELA                | Math | ELA               | Math |
| Male     | 209                       | 195  | 150                       | 150  | 72%            | 77%  | 59                | 45   | 28%                | 23%  | 368               | 382  |
| Female   | 175                       | 175  | 139                       | 137  | 79%            | 78%  | 36                | 38   | 21%                | 22%  | 380               | 379  |

**Table 19: CAHSEE Results by grade level – May 2014**

| Category           | Number of Students Tested |      | Number of Students Passed |      | Percent Passed |      | Number Not Passed |      | Percent Not Passed |      | Mean Scaled Score |      |
|--------------------|---------------------------|------|---------------------------|------|----------------|------|-------------------|------|--------------------|------|-------------------|------|
|                    | ELA                       | Math | ELA                       | Math | ELA            | Math | ELA               | Math | ELA                | Math | ELA               | Math |
| Tenth              | 5                         | 6    | 3                         | 4    | 60%            | 67%  | 2                 | 2    | 40%                | 33%  | 368               | 369  |
| Eleventh           | 4                         | 6    | 0                         | 2    | 0%             | 33%  | 4                 | 4    | 100%               | 67%  | 298               | 347  |
| Twelfth            | 9                         | 9    | 1                         | 0    | 11%            | 0%   | 8                 | 9    | 89%                | 100% | 328               | 327  |
| Total All Students | 18                        | 21   | 4                         | 6    | 22%            | 29%  | 14                | 15   | 78%                | 71%  | 332               | 345  |

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**Table 20: CAHSEE Results by gender – May 2014**

| Category | Number of Students Tested |      | Number of Students Passed |      | Percent of Students Passed |      | Number Not Passed |      | Percent Not Passed |      | Mean Scaled Score |      |
|----------|---------------------------|------|---------------------------|------|----------------------------|------|-------------------|------|--------------------|------|-------------------|------|
|          | ELA                       | Math | ELA                       | Math | ELA                        | Math | ELA               | Math | ELA                | Math | ELA               | Math |
| Male     | 9                         | 9    | 1                         | 2    | 11%                        | 22%  | 8                 | 7    | 89%                | 78%  | 325               | 337  |
| Female   | 9                         | 12   | 3                         | 4    | 33%                        | 33%  | 6                 | 8    | 67%                | 67%  | 339               | 351  |

English Language Learners (ELL) are enrolled in English Language Development classes to acquire the language. ELL students take the California English Language Development Test (CELDT) in order to properly place them in the appropriate English language level class. In 2013 – 2014, most ELL performed in the “Early Advanced Level,” according to the data in Table 21.

**Table 21: California English Language Development Test (CELDT) – 2013 – 2014**

| CELDT Performance Level | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total  |
|-------------------------|---------|----------|----------|----------|--------|
| Advanced                | 8.62%   | 4.44%    | 3.70%    | 8.33%    | 6.22%  |
| Early Advanced          | 55.17%  | 42.22%   | 38.89%   | 36.11%   | 44.04% |
| Intermediate            | 22.41%  | 33.33%   | 37.04%   | 22.22%   | 29.02% |
| Early Intermediate      | 5.17%   | 8.89%    | 9.26%    | 25%      | 10.88% |
| Beginning               | 8.62%   | 11.11%   | 11.11%   | 8.33%    | 9.84%  |
| Number Tested           | 58      | 45       | 54       | 36       | 193    |

Table 22 reveals that EL students overall progress of passing the CELDT has declined in 2011 – 2012, 2012 – 2013, and 2013 – 2014. This year, efforts to assist EL students academically, include hiring a .2 FTE to reduce Algebra 1 class size, hiring two bilingual

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paraprofessionals, offering tutoring to EL students, and having a CAHSEE tutorial available to them.

**Table 22: English Language progress toward English Language acquisition**

|             | Number of students taking CELDT | Number of students who met acquisition | Student percent proficient |
|-------------|---------------------------------|----------------------------------------|----------------------------|
| 2011 - 2012 | 219                             | 159                                    | 72.6%                      |
| 2012 - 2013 | 222                             | 144                                    | 68.9%                      |
| 2013 - 2014 | 174                             | 111                                    | 63.8%                      |

## Section II: Significant Changes and Developments



## **II. SIGNIFICANT SCHOOL CHANGES AND DEVELOPMENTS**

In the last three years, South San Francisco High School has experienced significant administrative shifts at both the school site and district level. In addition, there have been staff changes. These changes a) shifted the direction of the curriculum and school environment; and b) played a pivotal role in our student's perception of the school's culture and environment, as well as their overall classroom experience. The administration at South San Francisco High School has changed each year for the last three years. Our current administrative staff has united together to retool and redefine job roles and responsibilities for their administrative positions. This has streamlined discipline, services, counseling, and administrative duties resulting in a more unified organization.

Additionally, the mandated shift to Common Core Curriculum (beginning in August 2014) rendered current materials obsolete. Teachers have had to supplement curriculum to be consistent with Common Core guidelines. At present, no new materials are available to teachers that are consistent with the Common Core State Standards. While ELA and Math departments have unified curriculum with our sister school, El Camino High School, not all departments have implemented Common Core State Standards or have shared curriculum standards and assessments.

Our school's facilities and infrastructure continues to improve under the passing of Measure J. Our new athletic football field and track was completed and available in mid-September. The F-Wing was removed for the construction of a new state-of-the-art Science wing and additional classrooms to accommodate the demands of the 21<sup>st</sup> century learning environment. The T-wing portables were placed on campus to serve as transition classrooms during construction. These portables will be removed by the Fall of 2015.

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Eventually, the A-wing portables will be removed once the new buildings are ready. The project completion date is Fall 2015. Technology plans include infrastructure cable for wireless access and the addition of 160 Chrome Books in 5 mobile computer carts. Most classrooms should be technologically updated by the spring of 2015, which will allow teachers to integrate technology into their curricula more efficiently. However, not all teachers have access to document cameras, Smart Boards and other technology based hardware and software, which presents ongoing challenges to curriculum enhancement and student engagement.

South San Francisco High School added the following new classes to the curriculum to meet the identified needs in the 2012-2013 Action Plan as well as the growing demands of our student population:

- Ethnic Studies
- Digital Photography
- AP World History
- Expository Reading and Writing (to replace English 4CP)
- Marine Biology
- Online Credit Recovery Classes (to keep 11<sup>th</sup> and 12<sup>th</sup> graders on target for graduation)
- Freshman and Sophomore Seminar (an academic support class for 9<sup>th</sup> and 10<sup>th</sup> grades)
- Push in Classes in English and Math (10<sup>th</sup>, 11<sup>th</sup>)

Some additional new programs to be offered Fall 2015 include: Biotech 1, Skyline Summer Bridge Program and Skyline Middle College Program. This year the school district

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has been partnering with our local biotechnology company, Genentech, which offers school fieldtrips, job shadowing, and Donors choose funding for teachers.

Since our last WASC report (2012-2013), we have had a 21.6% reduction in the teaching staff. This has resulted in larger class sizes, a reduction of class offerings, and an increase in the numbers of Special Ed students and English Language Learners in general education classes. Over the past two-year period (2012 - 2013, 2013 - 2014), there was a high teacher turnover. There are 25 new teachers, representing 40% of all teachers. These dynamics, along with input gathered through surveys and focus groups, have presented the following challenges:

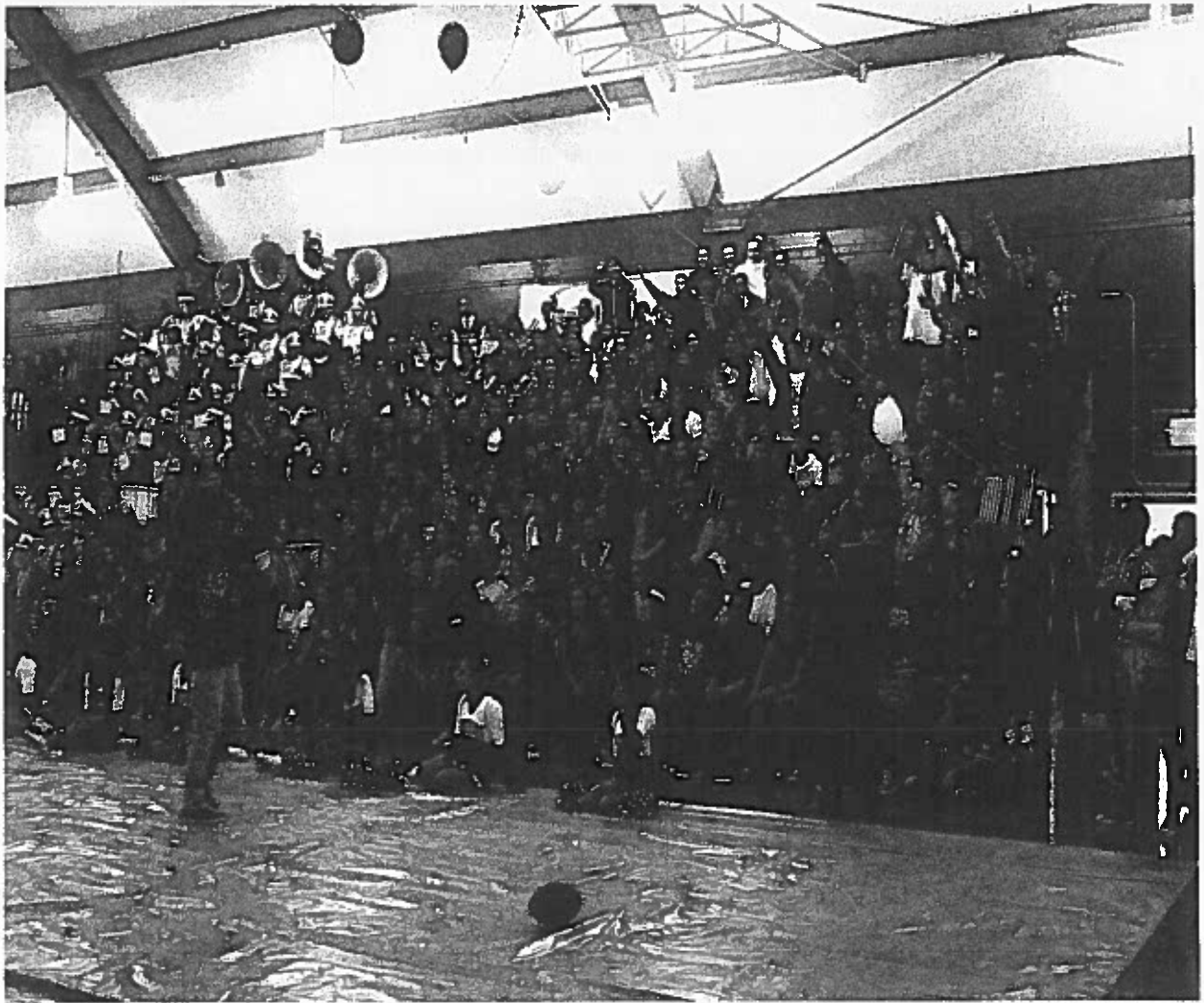
- Lack of consistency and stability in the classroom
- Student perception of inequality of assessment and instruction
- Student perception of irrelevance of curriculum
- Student perception of inconsistency of use of Schoolloop to report and track grades
- Parental concern that grades are not consistently updated
- Parental concern that communication with faculty is sporadic and does not address individual student issues
- Parental concern that there is a discrepancy between the rigor of College Prep and Advance Placement/Honors curriculum
- Student and parent concern and discontent with worksheet driven assessment versus higher order thinking
- Parental concern that multi-modality assessment is not universally adopted
- Parental reluctance in addressing concerns due to punitive consequences

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- Students feel they don't have a voice in their own education; they feel that they will be negatively impacted if they voice their opinions
- New teachers have not been given adequate training in Schoolloop, Infinite Campus, and other protocol
- New teachers have not received the internal support necessary to be successful in the classroom
- New teachers lack the support necessary to improve their craft
- New teachers would benefit from monthly observations and critiques to enhance their pedagogical practices
- SSFHS would benefit by dedicating more teacher focused events to enhance unity and encourage mentoring practices

Based on the above challenges, South San Francisco High School faculty and staff revisited the school's Action Plan to a) re-access areas of relevance, specific action items necessary given the climate, environment, and curriculum disparities; b) discuss additional components which might be implemented to improve the academic achievement of all students, specifically English Language Learner, Students with Special Needs, and Latino subgroups; c) reduce the negative perceptions of equity; and d) revisit curriculum practices and assessment.

### III. Process for Development of the Progress Report



### **III. FOLLOW-UP AND PROGRESS REPORT DEVELOPMENT PROCESS**

South San Francisco High School has worked diligently to fulfill the goals and implement the steps of our Action Plan over the last two years. The shift in District and Site Administrative personnel, and the shift to CCSS has presented several challenges in implementation. However, all faculty and staff members have continued to work in conjunction with each Administrative staff to continue to implement programs and practices to meet the Action Plan goals.

In order to oversee the progress of the Action Plan and preparation of the Mid-cycle report, a committee consisting of the principal, the WASC Task Force Leader, Vice Principals, and Focus Group Leaders was developed. Faculty and staff were divided into five focus groups in the following domains: a) Organization, Vision & Purpose, Governance, Leadership, Staff, and Resources; b) Standards-Based Learning: Curriculum; c) Standards-Based Student Learning: Instruction; d) Standards-Based Student Learning: Assessment & Accountability; and e) School Culture and Support for Student Personal and Academic Growth.

To develop the Mid-cycle report, we first conducted student, parent, faculty, and staff surveys and compared the results to the surveys conducted in 2012. Next, we conducted two focus groups—one with students and the other with parents to understand their concerns across the domains of curriculum, assessment, culture, environment, and student growth. We also conducted faculty and staff focus groups. The faculty and staff met three times to discuss the following objectives: 1) review D/ F grade data and additional assessment and achievement data to develop intervention strategies; 2) re-assess and conduct comparative analysis of the Action Plans based on

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the survey data collected; and 3) to re-prioritize and revise Action Plans based on new data and Common Core State Standards. Then the document was reviewed by the core team (administrative team, department chairs, and focus group leaders) and shared with all stakeholders. All stakeholders participated in the development of the revised Action Plan and revisions were based on each stakeholders input.

#### IV. Critical Areas for Follow-Up Progress



#### **IV. PROGRESS ON THE CRITICAL AREAS FOR FOLLOW-UP WITHIN THE ACTION PLAN**

South San Francisco High School identified three main goals and developed this action plan through a collaborative effort of all stakeholders. The following are the three main goals:

Goal 1) to improve school culture by eliminating bullying, encouraging student respect, and responsibility, and promoting cultural awareness;

Goal 2) to improve overall student achievement through increasing parental and community involvement and accountability; and

Goal 3) to support all underachieving students (in particular English Language Learners, and Students with Special Needs) and decrease the number of D and F's in all subjects.

Additionally, three subgroups per goal were identified to organize specific tasks. These subgroups are as follows:

Subgroup 1: academics, behavior, and social/emotional

Subgroup 2: parent outreach, parent involvement/education, and parent organization

Subgroup 3: instruction, assessment/data, and academic support.

In implementing the action plan, specific tasks were assigned to each goal and subgroup. Given the significant changes outlined in Section II, refinements have been made to the action plan to meet the needs of the student population and the needs of the school.

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### Goal One

To improve school culture by eliminating bullying, encouraging student respect, and responsibility, and promoting cultural awareness.

Subgroups: Academics, Behavior, and Social/emotional

#### *Task: Academic*

*Task 1: Create a visitation team to research best practices used by other successful schools.*

This was not implemented. However, we believe that visits to successful school programs, for example, Oakland International High School, and Sequoia High School, should be conducted during the spring semester under the School Climate Committee.

*Task 2: Implement best practices observed by visitation team related to academic success in culturally diverse classrooms.* This has also not been implemented. See Task 1.

*Task 3: Provide an array of staff development opportunities related to classroom management and discipline issues particularly regarding bullying, student responsibility and respect and/or school culture issues.* Teachers attended Restorative Justice training and attended a seminar in 2013 on "Courageous Conversations on Race." Equity workshops were conducted as well. Additionally, RTI pyramid and interventions were developed and presented.

*Task 4: Explore additional elective offerings such as a Geography/World Cultures class to promote engagement and cultural awareness.* We added Ethnic Studies as a Freshman elective in 2013. We now offer three sections of this class and students have shown engagement about cultures and historic cultural movements. We would like to continue exploring additional elective offerings to expand this selection. Additionally, an anti-

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bullying curriculum and research project will be added to the Sophomore curriculum beginning in the spring of 2015.

*Task 5: Create a pyramid of school-wide academic interventions with a focus on effective classroom instruction.* RTI pyramids were developed and presented in 2013. We would like to expand this to focus on classroom management strategies, implementation of RTI pyramid strategies, and effective classroom climate.

### *Task: Behavior*

*Task 1: Increase activities that will promote school pride, student responsibility, and student respect.* This is a growth area for us. We have made progress by engaging Drama students to perform anti-bullying skits to middle school students beginning in 2013; changing the recruitment process of Associated Student Body (ASB) officers and commissioners to reach a more diverse student body; offering a Peer Leadership Program, which is run by an intervention counselor; providing an Emerging Leaders Program to promote student engagement and involvement in their community; celebrating Allies Week; and offering PE Presentations around Social Media Bullying and anti-bullying. We would like to increase our effort by adding "Days of Respect," bringing in guest speakers, making anti-bullying part of the core curriculum, and adding diversity assemblies. We have established a School Climate Committee to begin addressing positive school climate.

*Task 2: Create a pyramid of school-wide behavioral interventions with a focus on effective classroom management.* This was accomplished during the 2012-2013 school year; however, we would like to add additional focus on effective classroom management strategies, a unified approach to consistent behavioral issues and appropriate

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discipline, and a unified and consistent reinforcement of school rules. This year, the administration developed a behavioral matrix to establish consistency.

*Task 3: Continue with the teacher-lead re-dedication of consistent rules addressing such areas as student respect and student responsibility (i.e., vulgar and hate language) with support from administration.* We have made some progress in this area but it continues to present challenges. We would like to integrate social justice and anti-bullying content into our curriculum; provide training to first year teachers, share “best practices,” continue conversations regarding clear, consistent disciplinary actions regarding language, develop a new bell schedule to include an advisory period; and create a student led anti-bullying task force.

### *Task: Social/Emotional*

*Task 1: Increase school-wide events defining and addressing bullying on campus.* Our school has implemented several events to raise awareness including: Day of Silence, Drama Skits, Presentation of Social Media Bullying, Dia De Los Muertos presentation by Folklorico, Allies Week by Gay Straight Alliance, and Emerging Leaders Program which promotes responsibility and leadership. We have established a School Climate Committee, and are working to add additional school-wide and classroom activities to increase awareness. The Administration rewrote the rules and disciplinary consequences for Bullying in the Student Handbook. These were reviewed with and distributed to all students in October 2014.

*Task 2: Implement mentoring programming based on successful models that include teacher-student, student-student, and teacher-teacher relationships.* We have the Peer Mentoring Program, Peer Tutoring, and Link Crew. We added new clubs such as

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Amnesty International. We also have programs that promote academic identity such as the Emerging Leaders Program, AVID tutorial program, Peer Leadership Program, Los Hermanos/Hermanas, and TA Mentors. We would like to revisit an advisory period in the bell schedule. We would also like to continue looking into and possibly implementing Restorative Justice methodologies, which incorporates mentoring, and promotes a positive school climate. Additionally, we would also like to develop a Student-led Task Force on anti-bullying.

*Task 3: Create a site- based task force to collaborate with our school districts anti-bullying task force.* No progress has been made on this task item in part due to the changes at the site and district levels. Stakeholders do not feel that a separate task force is necessary at this time.

*Task 4: Increase demographic representation in student leadership program.* We have made significant progress in the task. At our school, counselors and teachers now nominate ASB candidates. Our new ASB team represents a more ethnically and culturally diverse student government.

### Goal Two

To improve overall student achievement through increasing parental and community involvement and accountability.

Subgroups: Parent Outreach, Parent Involvement/Education, Parent Organization

#### *Task: Parent Outreach*

*Task 1: Increase parent awareness of and participation in School loop.* This task continues to present challenges; however, we have made some progress. We offer our parents Schoolloop training and sign- ups on Back to School Night. We will need to re-

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examine how we approach this issue as we switch to Infinite Campus Gradebook. We are looking into training, seminars, and sign-up nights. We are also looking at providing instructions in languages other than Spanish.

*Task 2: Assess the need to translate parent communication other than Spanish.* We have not completed this task. We would like to add a survey in the registration packet to determine the need of incorporating other languages.

*Task 3: Strengthen the partnership between home and school by increasing and leveraging parent participation at all school activities. (Parents become more active partners.)* We have implemented several events to elicit more parent participation. These include: AVID Parents night, AP/Honors Parent Night, Tea and Cookies Talks with administration, Cash for College/FAFSA workshop for parents and students, College Information Night, Parent Education Series (relevant topics on gangs, drugs, and cyber-bullying, for example), and Back to School Night. We would like to explore parent teacher conferences, expand the monthly Tea and Cookies talks to include faculty and staff and have an intervention week. To address the disproportionality issues of African-American students, the District organized a District- wide African American Parent Advisory Committee to provide a platform for parent voices.

*Task 4: Dedicate Professional Development time to communicate with families.* No action has been made on this task. Currently, South San Francisco High School teachers contact and communicate with students' family/guardians via phone and Schoolloop on their personal time. This practice is effective.

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### *Task: Parent Involvement/Education*

*Task 1: Conduct trainings for parents related to communication, school support, and intervention.* This continues to be an area of challenge. We currently offer Schoolloop training for our parents on Back to School night; however, we are converting to Infinite Campus Gradebook. In our parent focus groups, it was discussed that a protocol should be available to parents on how to contact teachers, counselors, and administration; how to navigate the system; and how to proceed with a specific student issue. These ideas are currently being reviewed.

*Task 2: Expand alumni network to increase partnerships as sources of sponsorship and mentorships.* We have made good progress on this task. We have implemented the Genentech Job Shadowing Program and have been approved for individual Genentech Grants. Additionally we have Speech Coaches (alumni), Skyline Drama Program, a Music Program that works with alumni, a partnership with See's Candy fundraiser/donations, and Work Experience. The Blue and White Ball was reinstituted which widened our access to the school's alumni. We would like to create a parent/community liaison position to increase community outreach and expand our alumni network.

### 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 Subgroups: Instruction, Assessment/data, Academic support

### *Task: Instruction*

*Task 1: Conduct Professional development in the area of culturally responsive pedagogy.*

In 2012-2013, former Assistant Principal Laura Nichols provided equity training during

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Professional Development and Faculty Meetings. We need to continue to expand our teacher and staff training in this area.

*Task 2: Conduct Professional development in the area of ELD instruction.* On October 13, 2012, Ragar Consulting presented ELD in Secondary Schools. This year our CCSS Teacher trainer provided professional development training on literacy and teaching strategies, which applied to the ELD population.

*Task 3: Research successful models for credit recovery such as school within a school.*

This task has been completed. We currently have 50 juniors and seniors enrolled in our Online Credit Recovery courses, which uses the curriculum program EDGENUITY. We would like to continue to research credit recovery models. Additionally, we offer a Freshman and Sophomore seminar course to provide additional academic support.

*Task 4: Research successful models for special education inclusion programs.* We implemented a co-teaching educational model, in both ELA and Math classes. We would like to continue to research special education inclusion models.

### *Task: Assessment/Data*

*Task 1: Analyze current grading policies and incorporate common practices that allow for grade recovery across all departments.* There are no common policies for current grading that allow for grade recovery. We feel that this task requiring further investigation and modification.

*Task 2: Research and implement the Professional Learning Communities model to increase staff collaboration and communication about common students.* Given the shift to Common Core State Standards and the District's concentration on a unified high school (South San Francisco High School and sister school, El Camino High School, and

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Baden Continuation School) curriculum and protocol, there are some opportunities to collaborate, communicate, and share best practices department-wide, but there are currently no grade level meetings. We would like to reassess this task. Currently, teachers email their concerns about common students and if warranted, an SST meeting is conducted. At the start of the 2014-2015 school year, collaboration time was embedded in the academic school calendar; however, due to errors in calculating instructional minutes, the collaboration embedded time was reduced and is reflected in the current academic calendar.

### *Task: Academic Support*

*Task 1: Create compulsory academic intervention for struggling students based on successful models.* We offer strategic seminar classes for Freshman and Sophomores, tutorial classes for targeted students; online Credit Recovery Courses for juniors and seniors, and co-taught classes in English and Math. We also have a mandatory afterschool Homework Center.

*Task 2: Explore different master schedule options such as a 7-day period and block schedule.* We have not explored this option; however, the two high schools have established a bell schedule committee. We would like to consider an Advisory period to enhance student mentoring and the feasibility of a block schedule.

In order to monitor our progress on our Action Plan, we prioritized the goals and tasks. Our first priority was to support our underachieving students (Goal 3) and establish systems and courses to close the achievement gap. We monitored student progress via grade distribution at both the quarter and semester reporting period.

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Additionally, we discussed student performance issues in our department and staff meetings. There are more programs that we would like to institute at both the site and classroom level. We are working on an aggressive plan to increase student engagement, provide early warnings to students' family/guardian, and institute additional preventative strategies.

Our second priority was to develop an aggressive plan to offset bullying and increase student awareness. This happened simultaneously with our efforts to increase student respect and accountability. At the beginning of the 2012 school year, specific school-wide plans and events were put into place so that there was a monthly presence of anti-bullying communication. This is an on-going goal and the student focus group confirms that this issue needs to be addressed using different strategies. We received excellent input from students and we plan to conduct an additional focus group in 3<sup>rd</sup> quarter to discuss the issue further.

Our biggest challenge is parent/guardian communication. A significant percent of our parent/guardian population is non-English speaking; hence there are language and culture barriers. We believe that a parent liaison and more collaboration with the PTSA will help to increase the outreach to the community. Parent-teacher conferences will also be beneficial in providing one-on-one communication with parents to break down barriers. There is room for improvement in this area. We are looking at all viable options.

Based on new achievement data, recent surveys (parent, student, faculty, staff), and recent qualitative data collected from our focus groups (parent, student, faculty, staff), we have revised the Action Plan to indicate what we have accomplished. We also

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eliminated what we believed was no longer relevant, and added new means to assess improvement, via resources, identifying responsible persons, creating timelines, and identifying all means of reporting. All stakeholders have unanimously agreed to the revised Action Plan.

## V. Updated Schoolwide Action Plan



## V. SCHOOL-WIDE ACTION PLAN

We revised our Action Plan based on stakeholder input. Three focus group meetings were conducted where faculty and staff reviewed each item on the Action Plan. Each focus group analyzed the task, the progress made, ways we could enhance the task (change, improve or eliminate) and then prioritized their list of action items. The WASC Task Force reviewed all five focus group reports and synthesized the findings to determine areas of commonality amongst all five groups. These areas were incorporated into the final revision. These revisions reflect the progress we have made and the newly defined issues based on achievement, survey, and focus group data.

We have made significant revisions to our Action Plan in terms of tasks. We believe that our student environment is changing, and that in order to align and adjust to that change, we need to institute some additional programs and inquiries to determine what methodologies, strategies, and curriculum and cross-curricular programs we can develop to reach our ever-changing student. We are committed to closing the achievement gap and providing a safe and nurturing environment for all students.

We have made the following refinements to our Action Plan:

Table 23: Goal I Action Plan

| Goal 1: To improve school culture by eliminating bullying, encouraging student respect, and responsibility, and promoting cultural awareness. |                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <i>Task: Academics</i>                                                                                                                        | Revised Action Plan                                                                                                         |
| 1. Create a visitation team to research best practices used by other successful schools.                                                      | 1. Eliminated and replaced with School Climate Committee and task force.                                                    |
| 2. Implement best practices observed by visitation team related to academic success in culturally diverse classrooms.                         | 2. Eliminated and replaced with programs developed by School Climate Committee.                                             |
| 3. Provide an array of staff development opportunities related to classroom management and discipline issues                                  | 3. Revised wording to read: Provide on-going staff development opportunities related to classroom management strategies and |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>particularly regarding bullying, student responsibility and respect and/or school culture issues.</p> <p>4. Explore additional elective offerings such as a Geography/World Cultures class to promote engagement and cultural awareness.</p> <p>5. Create a pyramid of school-wide academic interventions with a focus on effective classroom instruction.</p> <p>6. Create task force to develop tiered programs to promote cultural awareness.</p> <p>7. Implement tiered programs school-wide to increase student awareness and promote cultural diversity in classrooms.</p> <p>8. Research and develop Restorative Justice discipline platform to promote student accountability.</p> <p>9. Create social justice, anti-bullying, and social responsibility curriculum to incorporate into core curriculum.</p> | <p>discipline issues in particular bullying, student responsibility and respect and school culture issues.</p> <p>4. Revised wording to read: Continue to explore elective offerings to promote engagement and cultural awareness.</p> <p>5. Eliminated as interventions will be include in the School Climate Committee.</p> <p>6. New task to address school climate replace Task 1.</p> <p>7. New task to replace Task 2.</p> <p>8. New task to address discipline continuity.</p> <p>9. New task to address integrated curriculum.</p> |
| <p><i>Task: Behavior</i></p> <p>1. Increase activities that will promote school pride, student responsibility, and student respect.</p> <p>2. Create a pyramid of school-wide behavioral interventions with a focus on effective classroom management.</p> <p>3. Continue with the teacher-lead re-dedication of consistent school rules addressing such areas as student respect and student responsibility (i.e., vulgar and hate language) with support from administration.</p> <p>4. Develop student led anti-bullying task force.</p> <p>5. Develop Student Code-of-Conduct Contract to reinforce adherence to school rules reinforcing student respect, student responsibility, and student accountability.</p>                                                                                                  | <p><i>Revised Action Plan</i></p> <p>1. No change to original task.</p> <p>2. Revise task to read: Create school-wide behavioral interventions with a focus on effective classroom management strategies, classroom environment, and student respect and accountability.</p> <p>3. No change to original task.</p> <p>4. New task.</p> <p>5. New task.</p>                                                                                                                                                                                 |
| <p><i>Task: Social/Emotional</i></p> <p>1. Increase school-wide events defining and addressing bullying on campus.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><i>Revised Action Plan</i></p> <p>1. Revise task to read: Continue to support and create school-wide events addressing</p>                                                                                                                                                                                                                                                                                                                                                                                                              |

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|                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2. Implement a mentoring program based on successful models that will include teacher-student, student-student, and teacher-teacher relationships.</p> <p>3. Create a site-based task force to collaborate with our school district's anti-bullying task force.</p> <p>4. Increase demographic representation in student leadership programs.</p> | <p>bullying on campus.</p> <p>2. No change to original task.</p><br><p>3. Eliminated task due to relevance.</p><br><p>4. Revise task to read: Continue to increase demographic composition of student leadership programs.</p> |
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Table 24: Goal 2 Action Plan

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

|              |                                         |
|--------------|-----------------------------------------|
| mentorships. | sources of sponsorship and mentorships. |
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Table 25: Goal 3 Action Plan

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| <b>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.</b>                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Task: Instruction</b><br>1. Conduct professional development in the area of culturally responsive pedagogy.<br>2. Conduct professional development in the area of ELD instruction.<br>3. Research successful models for credit recovery such as school within a school.<br>4. Research successful models for special education inclusion programs.<br>5. Re-examine class size and ratio of EL and SpEd students in General Ed classes to provide most conducive environment.<br>6. Provide training for paraprofessionals to better serve students with special needs. | <b>Revised Action Plan</b><br>1. Revised to read: Continue to conduct professional development in the area of culturally responsive pedagogy.<br>2. Revised to read: Continue professional development in the area of ELD instruction strategies.<br>3. Revised to read: Continue to research successful models on credit recovery and realign credit recovery classes to fit successful models.<br>4. No change.<br>5. New task.<br>6. New task. |
| <b>Task: Assessment/Data</b><br>1. Analyze current grading policies and incorporate common practices that allow for grade recovery across all departments.<br>2. Research and implement the Professional Learning Communities model to increase staff collaboration and communication about common students.                                                                                                                                                                                                                                                               | <b>Revised Action Plan</b><br>1. Task eliminated<br>2. Revised to read: Implement the Professional Learning Communities model to increase staff collaboration and communication about common students.                                                                                                                                                                                                                                            |
| <b>Task Plan: Academic Support</b><br>1. Create compulsory academic intervention for struggling students based on successful models.<br>2. Explore different master schedule options such as 7-period day and block schedule.<br>3. Develop early intervention programs for                                                                                                                                                                                                                                                                                                | <b>Revised Action Plan</b><br>1. No change.<br>2. Revised to read: Explore different master schedule options such as 7-period day and block schedule, including an advisory period.<br>3. New task.                                                                                                                                                                                                                                               |

## Mid-cycle Progress Report

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| <p>9<sup>th</sup> and 10<sup>th</sup> grade.</p> <p>4. Require all students with more than one D/F at each grading period to attend tutorials/homework center.</p> <p>5. Develop new guidelines for students who do not pass English or History at any grade level.</p> <p>6. Investigate adopting AVID strategies school-wide.</p> <p>7. Explore reducing class size to increase one-on-one support.</p> <p>8. Analyze class composition to assess EL and Sp.Ed ratio to provide enhanced academic support, study skills, and resource skills.</p> <p>9. Realign paraprofessionals to specific classrooms according to skill level and area of specialization.</p> <p>10. Explore possibility of reducing counselor caseload to provide more individualized student support.</p> | <p>4. New task.</p> <p>5. New task.</p> <p>6. New task.</p> <p>7. New task.</p> <p>8. New task.</p> <p>9. New task.</p> <p>10. New task.</p> |
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To ensure that we continue to implement our Action Plan, we have put the following procedures in place:

- Consistent agenda item at monthly faculty meetings.
- Consistent agenda item at monthly Admin council, SSC, ELAC, PTSA meetings.
- Established Action Plan Task Force consisting of Principal, Assistant Principals, WASC Coordinator, and department representatives. This Task Force will meet monthly to monitor progress and prioritize next steps. Additionally, quarterly updates will be issued to all stakeholders on relevant action items.

**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.                                                                                                             | Administration, 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.<br>2015: Begin program development.<br>2016-2018: Formulate implementation plan.   | Admin council, SSC, faculty meetings, ELAC, PTSA |
| 2. Implement tiered program school-wide to promote culturally diverse classrooms.                                                                                                                           | Administration, teachers, and counselors                | Program implementation plan, teacher planning time, best practices research | Surveys, observation notes, walk-through data                                                | 2016-2018: Begin implementation.<br>Monitor progress.                                                                                                           | Admin council, SSC, Faculty meetings, ELAC, PTSA |
| 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, walk-through data professional development calendars | 2015-2016: Plan and assess needs, conduct and carry out staff development, train staff<br>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<br>2015-2016: Curriculum Council and School Board approval<br>2016-2018: Implement course(s).                                   | SSC, Admin council, Curriculum Council           |

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| 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.<br>2015-2016: Research additional interventions and evaluate.<br>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.<br>2016: Integrate into curriculum.                                                                                                          | Admin council, Faculty meetings                  |
| <b>Task: Behavior</b>                                                                                                                                                                                                | <b>Responsible Person(s) Involved</b>                                        | <b>Professional Development Resources</b>                               | <b>Means to Assess Impact</b>                                                                                   | <b>Timeline</b>                                                                                                                                                                                   | <b>Reporting</b>                                 |
| 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<br>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<br>Spring 2015: Implement walk-through protocols<br>2015-2016: Research additional interventions and implement<br>2016-2018: Reevaluate and refine as needed | Admin council, SSC, faculty meetings, ELAC, PTSA |
| 3. Continue with the teacher-lead re-dedication of consistent school rules addressing such areas as student respect and student responsibility (i.e. vulgar and hate language) with the support from administration. | 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<br>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-bullying 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<br>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.<br>2014-2015: Implement best practices<br>2015-2018: 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<br>2014-2018: Continue outreach, maintain and revitalize as needed                                                                                     | Admin council, SSC, faculty meetings, ELAC, PTSA, Student Senate                     |

**Goal 2: To improve overall student achievement through increasing parental and community involvement and accountability.**

| Task: Parent Outreach                                                                                                                                                    | Responsible Person(s) Involved                     | Professional Development/ Resources                                                                                                                    | Means to Assess Implementation                         | 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<br>Spring 2016: Create survey, collect data and analyze<br>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<br>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<br>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.                                                                                                   | Administration, counselors, PTA, ELAC                     |
| Task: 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<br>Parent Survey<br>Senior Exit Survey | 2015-2016: Continue work from 2014, create survey for parents; Analyze data and create training<br>2014-2018: reevaluate, and adjust as needed | Administration, PTSA, SSC, ELAC                           |
| 2. Create a parent/community liaison position to increase outreach to the community.                                                                                     | Administration, PTSA, ELAC                         | Community organizations, Funding knowledge, community connection                                                                                       | Established partnerships<br>Contact logs               | Explore funding.                                                                                                                               | Administration, 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;<br>Increased gifts;<br>Increased internships                            | 2014-2015: Investigate opportunities and establish partnerships<br>2015-2018: Maintain and reevaluate                                                                                                                                                                | Administration, 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<br>Bell Game<br>School web site            | Established partnerships;<br>Increased gifts;<br>Increased sponsorships;<br>Increased mentorships | 2013-2014: Established partnerships and assessed mentorship possibilities, created sponsorships<br>2014-2015: Implement mentorship program<br>2015-2018: Continue to expand network, reevaluate and refine mentorships as needed, continue to establish sponsorships | Administration, SSC, School Board, City Council |

**Goal 3: To support all underachieving students (in particular EL & Special Education) and decrease the number of D/F's in all subjects.**

| Track: 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                                                                                                                                                                                                                      | Administration; 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<br>2013-2014: Implement strategies<br>2014-2018: Survey effectiveness, continue PD, adjust as needed                                                                                                                     | ELAC; counselors; Administration; 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<br>2014-2018: reevaluate and refine as needed                                                                                                                                                                                                                      | Administration; 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 <sup>th</sup> -10 <sup>th</sup> graders<br>2015-2016: Reevaluate, adjust and continue with 9 <sup>th</sup> -11 <sup>th</sup> graders<br>2016-2017: Reevaluate, adjust and continue with 9 <sup>th</sup> -12 <sup>th</sup> graders | Administration; counselors; parents; teachers; Admin Council; Site Council; District Office  |

|                                                                                                                                   |                                                                                                            |                                                                                                                              |                                                                                                  |                                                                                                                                                                                                                                         |                                                     |
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| 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                                                                                                                                                                   | Administration, Counselors, teachers                |
| 6. Provide training for paraprofessionals to better serve students with special needs.                                            | SpEd Teachers, Administration                                                                              | Professional Development training and workshops for paraprofessionals                                                        | Evaluations and observations                                                                     | 2015 summer: look for specific training for mild/mod SpEd students; secure funding                                                                                                                                                      | Administration, SpEd teachers                       |
| <b>Task: Assessment/Data</b>                                                                                                      | <b>Responsible Person(s) Involved</b>                                                                      | <b>Professional Development/ Resources</b>                                                                                   | <b>Means to Assess Improvement</b>                                                               | <b>Timeline</b>                                                                                                                                                                                                                         | <b>Reporting</b>                                    |
| 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              | 2014-2015: Begin discussion in Admin-council<br>2015-2016: Continue discussion in department meetings<br>Continue discussion with whole staff<br>2016-2017: Establish school-wide policies and implement<br>2018: Reevaluate and refine | Administration; Counselors; 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.<br>2014-2015: Implement best practices<br>2015- 2018: Examine data, analyze and reevaluate                                                | Bell Schedule Committee, Administration             |

| 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.<br>2014-2015: Implement best practices<br>2015- 2018:Examine data, analyze and reevaluate;<br>2014-2015: Bell committee task force in place. Survey conducted. Pilot alternate schedule in March. Work CTA, faculty vote, then to board for approval.<br>2015: Implement new schedule<br>2015- 2018: Examine data, analyze and reevaluate | Administration, counselors, 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         |                                                                                                                                                                                                                                                                                                                                                                                                                                         | Admin council, Faculty meetings                                  |
| 3. Develop early intervention programs for 9 <sup>th</sup> and 10 <sup>th</sup> graders.                              | Administration, counselors, Academic Intervention Committee                                           | Collaboration time with counselors, teachers, and administration           | D/F data collected          | 2015: Research successful intervention programs, assess, evaluate<br>Fall 2015: Form Academic Intervention Team; design intervention strategies<br>2015-2016: Implement test programs, evaluate                                                                                                                                                                                                                                         | Admin council, Faculty meetings, Academic Intervention Committee |

|                                                                                                                                    |                                                                            |                                                                                                                                                         |                                                                                                       |                                                                                                                                                                                     |                                                                  |
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| 4. Require all students with more than one D/F at each grading period to attend tutorials/homework center.                         | 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 and tutorial sessions | 2015: Develop policy and procedures, implement in Fall. 2015 – 2016: 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<br>Fall 2015: Schoolwide 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<br>Fall 2015- Spring 2016: master schedule to include coteach model | Co-teach teachers, administration,                               |

|                                                                                                          |                                               |                                                                                               |                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                |
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| 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) | <p>Spring 2015: evaluation of paraprofessional goals and skills.</p> <p>Summer 2015: provide opportunities for paraprofessionals to attend training and workshops</p> <p>Fall 2015- Spring 2016: evaluate and assess paraprofessional goals and skills and place in classrooms of greatest needs</p>                                                                                                                 | Administration, 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              | <p>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</p> <p>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.</p> | Counselors, Administration                     |