

Student/Community Profile
Chapter 2: Overall Summary from Analysis of Profile Data

Implications of the data with respect to student performance

Strengths:

- SSFHS has met its API target for the last 5 years.
- SSFHS has a 7 state rank and a 9 similar schools rank.
- The mean SAT score for reading (475 to 482), writing (503 to 516), and math (474 to 484) have all increased over the past 3 years.
- Our AP course sections have more than doubled, increasing the number of students enrolled in AP classes; our CSU-approved electives continue to increase.
- The AVID program has increased to 7 sections across all grade levels.
- There has been an increase of 21% of students graduating with UC/CSU eligibility in the last 5 years.
- 10th graders have an 85% CAHSEE pass rate.
- We consistently have a graduation rate of 90%.
- 1,492 of our students use Schoolloop.
- The majority of students feel that adequate elective courses are offered.
- 90% of students agree that teachers use a variety of instructional tools such as overheads, the internet, power point, and video to teach the class.
- 85% of students feel their teachers engage and support the learning process.
- Survey results show over 80% of students agree or strongly agree that teachers are responsive to students who have questions or need help.
- Survey results show more than 60% of the staff feels morale is high.
- 93% of teachers report they consider their students' backgrounds and cultures during instruction.
- Survey results show that 75% of teachers feel their input is valued by administration.
- 90% of teachers surveyed feel administration is fair.
- 93% of teachers agree that they're supported in their role.
- Almost 100% of faculty feels safe, valued and respected at SSFHS.
- 95% of parents report they agree their student's homework is relevant.
- Over 60% of students and parents surveyed understand the discipline procedures and are aware of expectations.
- Teachers from all departments are available to students before and after school.
- www.turnitin.com is used by the English department.
- The math & English departments use curriculum guides.
- Common embedded assessments are used in English and math.
- 75% of students and staff believe that ESLR's have been integrated into our curriculum.
- Our strong Folkloric program reaches out to the Latino community with bilingual flyers and parents meetings.
- The Folkloric program was designed to address the cultural awareness of the Hispanic community and to give back to our community.

Areas of Growth:

- South San Francisco High School has not made AYP for the last 5 years.
- EL and special education students are underperforming.
- Bullying amongst our students is a growing concern. 46% of our students see it as a problem on campus.
- Survey results show that only 65% of our students feel safe, valued, and respected at SSFHS.
- Over 50% of students surveyed disagree that facilities are well maintained and clean.

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- Almost 50% of students surveyed feel there are barriers to their learning.
- Only 45% of students surveyed feel their background, culture, and experiences are considered in the classroom.
- Hispanic students have an excessive amount of D and Fs.
- Parent participation needed at all levels.
- Latino parents and community are not being reached.
- Students and parents are concerned about facilities cleanliness and updates.
- 751 parents/households, or 77 % of parents are registered and use Schoolloop.
- Profanity is a concerning problem on campus.
- At every grade level, close to or over 50% of students received a D or F for 3 semesters in a row.
- Consistently, Hispanic students received over 50 % of the suspensions.
- More male students are suspended than females.
- More common planning time for teachers in the same content area is very much needed.
- Training in reading and writing across the curriculum is needed.
- Technology is lacking across the board.
- We have overall large class sizes.
- There is a need to increase the diversity of students in honors and AP classes.
- Students, parents, and staff feel that improvements must be made to school lunches.
- Staff needs to be on the same page with regard to school rules.

CRITICAL ACADEMIC NEEDS

SSFHS faculty, staff, parents, and students examined student outcome data and survey results and concluded that there are three areas of critical academic need for students:

1. To improve school culture by eliminating bullying, encouraging student respect and responsibility, and promoting culture awareness.
2. To improve overall student achievement through increasing parental and community involvement and accountability.
3. To support all under-achieving students (in particular EL and special education) and to decrease the number of D/Fs in all subjects.

Rationale

Improve school culture

Violence, substance abuse, bullying, and racism all have a dramatic effect not only on the student achievement, but on the quality of life for all students. As is in most schools across the country, SSFHS has been touched by those issues. If not addressed aggressively, those issues can deteriorate the climate and culture of our school and the community as a whole. We believe that our school can have a dramatic impact on our entire community. Our survey results show that our stakeholders feel that we need to continue to address bullying and the violence that is occurring in the community. SSFHS is very proud of the diverse student body it represents and we want to celebrate this at every opportunity. The next step for us as a school community is to examine culturally responsive teaching strategies to further meet the needs of this diverse student body.

Increase parental and community involvement to improve overall student achievement

Increasing parent involvement has proven to be a key element in improving achievement in schools. We have attempted to expand our current parent committees to involve more parents in

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the educational process in addition to training parents to support some of the work we are doing in the school.

Looking closely at our data, we see the room for improvement in CST scores: World History (11th graders) 34% far below basic; Algebra 30% below basic; Geometry (11th graders) 32% below basic and 27% far below basic. As well, for the fall 2010 semester 58% of the 9th grade class received at least one D or F, 65% of 10th graders and 57% of 11th graders received at least one D or F. That trend continued into the Spring 2011 semester with 56% of 9th graders receiving at least one D or F, 54% of 10th graders, 48% of 11th graders and 37% of 12th graders received at least one D or F. In the fall of 2011, 46% of 9th graders, 51% of 10th graders, 63% of 11th graders and 35% of 12th graders received at least one D or F. Our belief is if parents were more involved in the community of our school and the day-to-day school life of their students, our students would be more successful with the support at school and the support at home. A partnership between parents, the community, and our school must be established.

Support all under-achieving students (in particular EL and Special Education)

As focus groups examined the data, it became clear that not all subgroups are equally successful. Our EL and special education subgroups continue to need extra support and strategies to help them become successful. We currently have 23 special education students with academic instruction needs who are off-track to graduate by 30 or more credits and 53 EL students who are off-track to graduate.

EL students consistently do not make their AYP criteria ELA and/or math targets. In 2008 and 2009, they were not proficient in ELA. In 2009 and 2010 they were not proficient in math or ELA.

We not only feel instructional practices need to change for our struggling sub groups, but structural changes need to happen as well.

Important questions raised by analysis of student data

- What additional school-wide programs or changes to existing programs can we implement in order to eliminate bullying and increase student respect and responsibility?
- How can we promote culture awareness both inside and outside of the classroom?
- In what ways can we reach out to our parent and community members in order to increase their involvement and student success?
- Looking closely at our programs for EL and special education, what structural changes need to be made and how can we support them more successfully on their path to secondary education?
- What professional development will be needed and how can we use students to help meet our goals?