

Focus Group A: Organization Criterion

AI: To what extent a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels and b) is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

FINDINGS

SSFHS has a mission statement that incorporates the collaborative vision our staff has for all students. The development of the mission statement was an outgrowth of the previous WASC review and has since been revisited and revised to ensure that it is current and in accord with student needs and the school's vision. The Expected Schoolwide Learning Results and the mission statement are incorporated in the annual Single Plan for Student Achievement (SPSA) goals reviewed and approved by the School Site Council (SSC). Academic standards based on the content standards for California public schools guide daily teaching and planning and are the heart of daily learning.

To assist the faculty and staff in determining student needs, the district has provided data analysis tools including Cruncher (obsolete), Data Director and Infinite Campus. These tools have enhanced the staff's ability to analyze in various ways the results of course assessments. As common final exams and benchmark tests were developed by the staff detailing which standards were being assessed, these tools were used to aggregate and disaggregate data for analysis of student achievement and need. That analysis has resulted in common course planning, the sharing of best practices and lesson plans, and techniques to re-teach in order to maximize learning and meet student needs. This process of analysis, development, common planning and review has become a part of school culture, as it is embedded in our department meetings, staff development time, and course planning work.

Senate, school site council and parent teacher student association meetings are regularly scheduled throughout the year, allowing for student and parent involvement in school-wide decisions. ELAC meetings have been regularly scheduled and expanded over the past 2 years, allowing our Spanish speaking parents to learn more about the school and provide input.

The Governing Board and central administration support the school's purpose in its hiring practices, policies and regulations, and in keeping a system of records compliant with all state and federal regulations.

EVIDENCE

Revised Mission Statement is posted in all classrooms.

ESLR's posted in all classrooms.

Site Council & Admin. Council Agendas and minutes.

Staff development of benchmark assessments

Data director

Pacing guides

Curriculum binders

Standards aligned curriculum

Standards aligned textbook adoptions

Common finals

Calendar

Senate, ELAC and Site Council Meeting Minutes

Attendance Records
Special Education documentation
Financial Records

The SSFHS SSC evaluates the SPSA on an annual basis, reviewing and/or approving the plan developed by school personnel and administrators.

SPSA Report

Focus Group A: Governance Criterion

A2. To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

FINDINGS

The SSFUSD Governing Board has published policies and bylaws that support the achievement of the standards and ESLRs. Board Meetings are regularly scheduled and open to the public, with agendas and minutes emailed to the entire district staff. Minutes and agendas are also posted to the district website: <http://www.ssfusd.org>, with print copies available from the District office. These meetings regularly review the achievement of the standards at each school site through annual presentations from the district's schools and acknowledgement of achievement. Additionally, student representatives of the Associated Student Body of SSFHS report to the board regarding the activities and events on campus. The Governing Board also monitors overall school operations via departmental minutes, which are submitted to district staff monthly.

EVIDENCE

Board bylaws

Board meeting minutes

The Single Plan for Student Achievement is submitted to the Board, and Board minutes indicate that they regularly review a variety of student achievement data. The SPSA references data from the school's testing results for the California STAR, the CELDT, and CAHSEE testing. In addition, the principal meets routinely with the district staff to present and formulate school plans and needs. These are then communicated to the Board through district staff.

SPSA

Chapter 1 data

As of this writing, there is a district-level initiative to address criteria for student participation in commencement exercises, an outgrowth of an incident in the Spring of 2011. This will clarify policy that will be implemented by SSFHS.

Focus Group A: Leadership and Staff Criterion

A3. To what extent, based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

FINDINGS

School leadership and staff use Data Director to analyze student achievement.

EVIDENCE

Data Director

Departments and Professional Learning Communities (PLCs) analyze common student final exams to determine areas of need in lesson plan changes, the reformulation of questions and continual improvement and review of teaching strategies. Staff also analyzes student D/F data during department meetings each semester to structure effective student support.

PLC and department meeting minutes

Common final assessments

School Staff and Administrators review and analyze the API data, CST, and other schoolwide tests in the beginning of the school year. Staff development and department meeting time is used to review assessment results and plan for a variety of assessments, including grade level projects to meet the needs of all students.

Staff development and staff meeting minutes.

Annual Individual Education Plans (IEPs) are initiated by special education teachers to review and create goals and objectives, behavior support plans, accommodations and modifications to support student success and meet the needs of our Special Education students.

IEP documents

Counselors analyze D/F lists, set up Student Study Teams (SST), and communicate with parents and teachers to support student learning and achievement. Counselors encourage high-achieving students to take advanced coursework. Teachers recommend students for advanced placement based upon their performance and quality of work.

SST report

Counseling calendar

Increased AP and honors offerings

Focus Group A: Leadership and Staff Criterion

A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

FINDINGS

Every attempt is made to ensure that teachers and administrators are fully qualified and NCLB compliant for assigned areas based on district, state and national requirements.

EVIDENCE

SSFCTA Agreement
CBEDS

Coaching and mentoring of beginning credentialed teachers is encouraged and practiced through the district's participation in BTSA (Beginning Teacher Support and Assessment). New teachers participate in a two-year program in which they receive intensive support from an experienced teacher who guides them in reflection, evaluation, peer observations, and goal setting. Veteran teachers provide additional support informally. BTSA providers also mentor special education clear credentials

BTSA binders and portfolios
Minutes

SSFHS assistant principals hold new teacher meetings monthly to review policies and procedures, answer questions, discuss discipline issues, and support communication, collaboration, and reflection.

New teacher meeting Minutes

Department meetings are held monthly to review, plan, collaborate, and share best practices to meet the standards and ESLRs. Additionally, departments meet to review and modify curriculum pacing for common finals and assessments.

Emails
Department minutes/Notes
Records/finals

The SSFHS counseling department meets twice weekly to address concerns about students, plan college and career events and classroom presentations to meet goals and provide information to students.

Transcripts/forms
Meeting minutes

South San Francisco High School Focus on Learning Report 2012

SSFHS staff participates in professional development coursework, workshops and conference attendance to broaden skills, teaching and assessment, classroom management, and technical skills.

Teacher release form
District records

Every teacher is evaluated by an administrator on a bi-annual basis. Observations occur a minimum of two times per year. The evaluation process serves to commend teacher success and support teachers for identified deficiencies. Coaching, mentoring, peer assistance and observations are limited by resources, time and workload. In addition, the district has a Peer Assistance and Review (PAR) process in place for tenured teachers with multiple unsatisfactory evaluations.

Evaluation goals forms and domain choices.

SSFCTA Agreement

PAR Agreement

SchoolLoop allows for the creation of ad hoc groups, be it “professional learning community,” department grade level groups, project groups, etc. Teachers and staff use the tools of SchoolLoop to facilitate communication and work more closely to achieve teaching and extra-curricular goals.

SchoolLoop

Focus Group A: Leadership and Staff Criterion

A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

FINDINGS

Annual review of API, AYP, CST scores drives our school staff development days and learning targets.

Two staff development days at SSFHS have been dedicated to sharing best practices, lesson planning, classroom management, and EDI (Explicit Direct Instruction). The staff discussed learning targets and analyzed best teaching techniques when dealing with English Learners and special education Students. Understanding of specific learning disabilities and how to accommodate and modify for student success was presented by administration and department heads. Explicit direct instruction was a district-driven training initiative that was presented over two staff development days.

The faculty at SSFHS voluntarily participated in walk-through/observations of many teachers in the school. The purpose of the walk-through was to observe and compile the best practices of the staff, whether it is classroom management, teaching techniques, or assessment. The volunteer staff then de-briefed with the teachers.

SSFHS has monthly early release days for teacher planning time, teacher collaboration, and professional development. These days have also been used for workshops, administrative tasks, or WASC-related activities.

EVIDENCE

Calendar / materials
Calendar / notes

Staff development notes and resources

Forms/tally sheets/schedule

Emails

Walk Through Check-list

Calendar / materials: handouts, lesson plans, PowerPoint presentations, speaker notes
Teacher planning notes

Focus Group A: Resources Criterion

A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

FINDINGS

SSFHS teachers continually rise to the challenge of dealing with limited funding, limited supplies, unfunded collaboration time, and no teacher-directed staff development time, as our test scores and ‘like schools’ comparison continue to show improvement.

Teachers are resourceful and strive to maintain positive learning environments by calling on their creativity to make resources last and collaborating with each other to meet needs.

The principal’s Blue and White Ball is the school’s annual fundraising event, which supplements material needs in the classroom. Teachers have also applied for grants to supplement or fund specific activities.

Parents feel the need for more communication about resources available to students, and ways to learn more about what is going on in school. Postings on SchoolLoop inform parents that textbooks are available online. SSFHS staff presents workshops on the Free Application Federal Student Aid (FAFSA) for parents and students evenings and weekends.

Due to fluctuating special education student populations and educational needs, teachers are often teaching multiple preparations outside of their specific credential/certification. The changing needs result in teachers constantly enrolled in university coursework to meet state requirements to meet compliance with the law.

Janitorial staff has been required to do the same work load with fewer staff. Restrooms seem to have constant sanitary, supply and functionality issues. There are not enough restrooms to handle student demand between classes. Desks and classes are insufficient for class load numbers.

Technology is now a requirement of the curriculum and is present in the mission statement and ESLRs. It is also a requirement for teacher and administrative records. Existing computers and printers have aged out beyond viability. There is a need for technical support and the systematic replacement of old computers and equipment.

Financial resources are insufficient for obtaining supplies and materials

EVIDENCE

API/AYP/state rankings

Blue and White Ball distribution reports

Focus group comments from parents

Career Center Calendar

Special Ed requirements
Master schedule
graduation requirements

Schedule
management changes

Old MS Office, Old IE, Old PCs
(6 years and counting)

South San Francisco High School Focus on Learning Report 2012

for some departments. Beginning in the 2010-2011 school year, the science department has reduced the number of labs being done due to the lack of chemicals and supplies. Tech prep and Perkins Funding has been reduced and as a result new computer lab equipment will no longer be funded. The special education department's budget has a balance of zero, which makes it difficult to obtain the proper supplies to print out confidential IEP documents.

Department budgets

Class sizes and the student-to-teacher ratio in many courses makes it more difficult to meet the needs of our English Learners, Special Education students, and regular student populations. There is less time to give students individualized support and less time to spend giving in-depth comments on written work. Differentiated instruction needs become more difficult with increased class sizes.

Master Schedule,
School Board documentation

Bilingual aides' schedules are very tight, such that they cannot be in enough classes to facilitate interpretation. EL budgets have been cut below what student needs dictate.

Aides Schedules

Lost or missing textbooks have not been replaced, and fluctuating student populations change the availability of class sets for teachers. This results in only enough books for students to have one copy, and teachers do not have class sets. The Online versions of the English Language Arts textbook do not have sufficient copyrights for all the included literature and is incomplete in comparison with the printed text. This limits its use by students and teachers as an online resource.

Textbook records: Follett
Textlink software

For a faculty of 69 teachers, one computer, printer, and scanner is not sufficient for high-volume testing times, such as finals, in meeting the district mandate for the use of Data Director.

Prep time is being encroached upon by the constant addition of tasks (i.e.: Infinite Campus and paper attendance, tracking student absences, email) substituting for other teachers because of insufficient substitute teachers, meetings, IEPs, SSTs, and BTSA.

Playing fields are so full of divots and gopher holes that they are dangerous to students.

Student injuries and incident
reports

Focus Group A: Organization, Governance and Leadership

Areas of Strength

- The expansion of AP and CSU approved electives has increased opportunities for students to participate in a curriculum that is challenging, rigorous, and meaningful. There has been a 21% growth in CSU/UC eligibility in the last five years.
- 100% of South San Francisco High School Teachers are certified or highly qualified credential-interns. BTSA provide added support for teachers. There are 3 of teachers who currently hold internship credentials and are enrolled in credential programs
- Even though the school has many facility/materials needs, the campus is well cared for on a daily basis: trash is picked up, lawns are cut, etc.
- Teachers have access to Data Director for data analysis
- South San Francisco High School continuously makes progress towards our AYP Goals.
- Ballet Folklorico Alma de Mexico program meets the UC/CSU requirements, and is a magnet program that requires students to attend day and evening practices to excel in performance. They have had numerous awards and have been recognized by local, state, national, and international officials. This program helps create school and community pride by reaching out to the Latino population.
- The Hermanos/Hermanas program was developed to encourage our Latino population to achieve academically and is a direct result of our last WASC review.
- 90% of students and 77.2% of parents use the online SchoolLoop program.
- The students feel that there are an adequate number of elective courses being offered.
- The staff has created and adopted common embedded assessments for English and math.

Areas of Growth

- There is a need for collaboration time for faculty to review, analyze, and use data to align and develop standards-based curriculum and implement staff development work.
- The staff needs to collaborate and revisit the Expected School-wide Learning Results.
- Technology has not been systematically updated to meet the needs of all staff and students. [At this writing there is a new district Director of Technology working to make changes in technology support.]

B1. Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.

FINDINGS

All core courses are aligned to the State standards and utilize recently published and adopted standards-based textbooks. In addition, district pacing guides have been developed by district teacher groups in each core area and are regularly revised based on student assessment data and student need.

Teachers developed common assessments in each of the core academic areas. Teachers and staff devote time to reviewing the data and adjusting the curriculum to promote student academic success. Best practices for achieving academic success are shared during department meeting and level meetings during staff development time. In addition to benchmark assessments, teachers have also worked collaboratively to develop project-based assessments that are both rigorous and relevant in core curricular areas. The ESLRs are addressed in a myriad of ways through project-based learning assignments and activities in core and elective courses. As a school, we have encouraged the use of the Modern Language Association Style Guide in research-based projects across curricular areas.

SSFHS offers a wide array of elective courses in world languages, visual, performing and industrial arts, and UC/CSU A-G approved electives such as speech, drama, modern dance, band, chorus, photography, ballet folklorico, statistics, physics, and psychology. Each of these elective courses is standards-based and helps our students achieve the ESLRs. These courses appeal to our student population, as they are culturally relevant and attract a variety of students.

Physical education teachers implemented the California Physical Education Framework in 2009-10 and it continues to be the foundation of the rigorous fitness activities required for all students.

The master schedule has been enhanced to allow access for students seeking more rigorous coursework, such as the implementation of more sections of AP and honors courses. This enhancement has also allowed for remediation of students not meeting grade-level standards.

EVIDENCE

Standards-based pacing guides for core areas

Data Director

Pacing Guide Committee Agendas

Staff development agendas

Textbook benchmark exams

Department meeting minutes

Project units

Elective course syllabi

Course Description Handbook

PE Course Syllabi

Master schedule

B2. Curriculum Criterion

Do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

FINDINGS

Special education students have an annual Individual Education Plan meeting to determine if the current education plan is appropriate and to discuss and set goals. At these meetings, part of the time is devoted to discussing student progress towards graduation credits and requirements. Students access curriculum that is modified to meet their individual learning needs based on collaboration between their academic support teachers and general education teachers.

English Learners have support courses based on their California English Language Development Test placement.

The counseling department has been reorganized to better assist students in their academic preparation. In addition to their standard caseload, each counselor has a special focus: special education, 9th grade, English Learners and AVID students.

Spring Scheduling Night is an opportunity for all continuing students and their parents to meet with their counselor to choose courses for the following school year. Ninth grade students receive an orientation to counseling services using the student handbook to give students a foundation in student resources and graduation requirements. Tenth grade students attend a presentation on district graduation requirements and college/A-G requirements. They are also introduced to the College and Career Center and its coordinator at that time.

In eleventh grade, all students meet one-on-one with their counselor to further the academic relationship and develop a four-year plan specific to each student's goals and needs. In their interactions, counselors strongly encourage students to take the most rigorous coursework in accordance with their college and/or career goals. Finally, this process continues throughout their senior year, as students meet requirements and create goals.

The College and Career coordinator arranges presentations for all 11th grade students. She also coordinates college fairs throughout the school year, financial aid and www.csumentor.com workshops to assist students in accessing the resources available to them. The coordinator also compiles and posts monthly scholarship opportunities for student research.

EVIDENCE

Individualized Education Plans (IEP)

504 Plans

CELDT Placement

Student 4 year plans

Infinite Campus Transcripts

IEPs

Presentation notes and PowerPoint files

Presentation Notes

Master Calendar

Career Center Resources

South San Francisco High School Focus on Learning Report 2012

The Health and Careers course, a graduation requirement, facilitates career exploration, resume and business letter writing. Career exploration assessments are also given to guide students in researching careers that may match their skills, talents and interests.	Student resume Course syllabi
12 th grade special education students work with a transition coordinator for post-secondary educational/vocational training and employment opportunities.	Workability Coordinator's case files
SSFHS offers homework center/ peer tutoring Monday through Thursday for all students to receive extra support and to complete homework and projects.	School calendar Sign in reports
In accordance with reviews of WASC and our Single Plan for Student Achievement over the past several years, we identified a need to foster the college and career aspirations of our large Hispanic population. The Los Hermanos/ Las Hermanas after-school college course was implemented to mentor and aid in the healthy transition of our Hispanic youth to Skyline Community College and/or a four-year college or university. A key component of this program is that it is offered on SSFHS campus immediately after the regular school day.	WASC Review SPSA Los Hermanos/Las Hermanas program description
Another opportunity for courses in pursuit of student academic or career goals is free concurrent enrollment at participating local community colleges.	San Mateo Community College District course catalogs
Many of our teachers and the College and Career Center invite guest speakers and representatives from the military, trade, technical and art/design schools to present career opportunities to interested students.	Technical school letters Teacher lesson plans

B3. Curriculum Criterion

To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

FINDINGS

On average, 97% of SSFHS students meet all district and state graduation requirements. South San Francisco High School has interventions in place to help those students that struggle to meet these requirements. Interventions include:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Student Study Teams: counselor- or teacher-initiated meetings and can be made up of parents, teachers, counselors, Assistant Principals and the student to address concerns and create an appropriate plan of action for success in completion of the high school program. | SST feedback form |
| <ul style="list-style-type: none"> • D and F list: counselors check in with students receiving multiple D's and F's to inform them of strategies and resources to help improve grades | D and F List
Counselor notes |
| <ul style="list-style-type: none"> • ☐ Senior Failure Notices: teachers are required to notify seniors who are in danger of failing a required course at least two weeks prior to the end of the semester. The notice details steps that must be taken in order to pass the class. Counselors also notify parents. Students must acknowledge this notice via a signature, and receive a copy of the notice. | Master calendar
Senior fail notice |
| <ul style="list-style-type: none"> • Progress reports/report cards: teachers' complete progress reports every 4 or 5 weeks of the semester to communicate student progress to all concerned parties. | Progress report calendar
Progress reports via Infinite campus |
| <ul style="list-style-type: none"> • SchoolLoop: web-based communication tool that allows students, parents/guardians to view course assignments, published grades and facilitate communication with student's teachers/counselors. The district continues to support this program in its effort to ensure that graduation requirements are met. | SchoolLoop:
SSFHS.SCHOOLLOOP.COM |
| <ul style="list-style-type: none"> • ☐ Deficient letters: when students are deficient in credits, letters are mailed home. | Deficient letters |
| <ul style="list-style-type: none"> • Regional Occupational Program: students have access to courses in various vocational fields which is also an opportunity for credit recovery | ROP course catalog |
| <ul style="list-style-type: none"> • Work experience/community service: students can earn credit for working an after-school job or volunteering. | Coordinator records |
| <ul style="list-style-type: none"> • ☐ California High School Exit Exam: Support classes are offered to students who have not passed the Exit Exam by their junior year. | CAHSEE test results
Infinite Campus/Data Director |

EVIDENCE

AYP reports

Focus Group B: Curriculum Criterion

Areas of Strength

- CAHSEE 10th graders have an 85% pass rate.
- Graduation rate results have increased from 2009-2010, from 91.32% to 94.41%.
- Core areas are adhering to pacing calendars. Instruction is more strongly aligned to standards in these courses and in electives.
- AVID program has increased enrollment.
- More students are graduating with UC and CSU eligibility.

Areas of Growth

- There is a need for more parent involvement; staff collaboration could assist with this.
- Field trips in core and elective courses have not been funded adequately.
- The master schedule restricts the classes students would like to take. Elective classes lose students and/or have multiple levels in the same classes.
- Students in targeted groups (ELs, special education and Latino students) are not progressing.
- Students are often placed in incorrect course levels.

Focus Group C: Standards-based Student Learning: Instruction Criterion

CI To what extent do all students achieve the academic standards and the expected schoolwide learning results? To what extent are all students involved in challenging learning experiences?

FINDINGS

SSFHS has implemented Board-approved graduation requirements that meet the A-G requirements for the University of California system. Every student has the opportunity to engage in challenging learning experiences in the classroom that take into account student diversity, culture and academic skill. Students participate in lessons and activities that promote higher order thinking, cooperative learning, communication skills, the use of technology and out-of-classroom experiences such that they are able to meet rigorous California academic content standards and also achieve the goals of the school's ESLRs.

Students in English consistently engage in discussions to summarize, predict, compare, contrast and evaluate assigned readings. Student discussions are driven by inquiry methods such as Socratic seminars, debates, student-generated questions, question boards and fishbowl activities; these activities demand higher levels of thinking and questioning. A district-wide pacing guide has been implemented at all grade levels, and teachers are using common assessments, regularly scheduled benchmarks and evaluations that are input to Data Director to provide teachers with a meaningful tool to assess student achievement and areas of need.

In English classes, the use of strategies like think/pair/share, jigsaw, re-enactment of scenes from literary works, and collaborative group projects are commonly used. All lessons are based on backward planning and rubrics are provided for all formative and summative assessments. The English department recently adopted new textbooks district-wide at all grade levels in order to meet the California state standards, provide rich learning opportunities for all students and align with the pacing guides. Students also read a wide range of fiction and non-fiction books, poetry and short stories that foster communication skills, literacy, and a deeper understanding of the literary tradition.

Students complete a freshman research project that introduces them to research methodology and the MLA (Modern Language Association) style and builds on their academic writing skills.

During the sophomore year, English students complete another research project building on the skills they learned in freshman year. The main focus of the sophomore curriculum is on improving critical writing skills as well as becoming familiar with myriad types of writing, such

EVIDENCE

A-G Counseling Handout

Different types of essays/
literary analysis, narrative,
persuasive

Student Declaration of Rights

Real-world experiential writing
assignments

Rubrics for formative and
summative assessments

Freshmen Research Guidelines
and Rubrics

Assignment Overview and
Rubric, Poster, Student Work
Samples
Rubrics, Student Work

South San Francisco High School Focus on Learning Report 2012

as personal narratives, expository and technical essays.

During junior year students continue to refine their literary analysis and critical thinking skills through a variety of projects, essays, and interactive assignments.

Research Project Guidelines and Rubrics

Finally, in their senior year, students complete a culminating senior project. This student-choice-driven project entails hands-on research, mentors, and a physical project that the students present in front of a panel of judges as well a final summative term paper.

Senior Exit Project Handbook

Students in math classes are faced with a rigorous curriculum that challenges their analytical reasoning skills in order to teach them how to solve problems and understand mathematical relationships. At all levels, students must solve intensive word problems that not only relate to their everyday lives but prompt students to use higher level thought processes to solve them. Students must understand and analyze information and present it in a multitude of ways, for example: graphs, tables, charts, and equations. Students must also be able to demonstrate fluency in assessing verbal statements, justifying solutions and completing computations. Students are also encouraged to work together to solve challenging problems and to brainstorm solutions. Students not only access the curriculum in traditional ways, they also have access to online textbooks that they can use to further their understanding. The math department follows a district-wide pacing guide to ensure that all teachers and students are meeting the same rigorous standards. In addition to the pacing guide, the teachers use Data Director to regularly assess the students. The teachers then analyze and use this data to modify their instruction for individual students and the class as a whole.

Budget and Career Development Project

Wall Street Journal: Financial News Discussions

Container Project to teach About Volume Using Less Surface Area

Revolution Software, CAHSEE, and STAR Prep

PLATO computer programs: Targeted Skill Remediation

Students in all science classes are challenged to understand and analyze a variety of information presented to them in multiple modalities. For instance, students are generating and testing hypotheses they created based on scientific methods and formulas. They test these skills while completing hands-on lab assignments that meet the California state requirements for science. The science curriculum is designed to promote students' ability to think critically and analyze data and to apply these skills in real life situations. Students in science classes have the opportunity to implement their skills and knowledge in activities like frog or cow-eye dissections in biology, as well as the creation and use of catapults to prove scientific theory in physics. Once the experiments are complete, students are required to write laboratory conclusions. These conclusions require students to reflect upon the procedure, purpose, hypothesis, data, and graphs, synthesize the information into a standard written format and apply this information to further application of knowledge.

Biology Labs: Frog Dissection, DNA Extraction, etc.

Chemistry Labs
Catapult Project: Projectile Motion Lab
Explorophyzium Project

Hannah Montana Bounce: Gravity Lab

Peanut Butter and Jelly Race: Velocity Acceleration Lab

Teacher Lesson Plans

South San Francisco High School Focus on Learning Report 2012

The social science curriculum is rooted in experiential learning that encourages students to develop analytical thinking skills that allow them to compare present events with the past, analyze how change occurs, evaluate historical interpretations, understand cause and effect, utilize data, and develop hypotheses to explain events. Students follow the traditional track of Modern World History their sophomore year, U.S. History their junior year, and Government and Economics their senior year. Health and Careers may be taken in any of their four years. The department offers elective courses in Psychology and TV/Video Broadcasting in addition to core classes. AP courses are offered in U.S. History and Government, and honors classes are offered in Modern World History and Economics. The social science department has seen its enrollment in AP and honors classes increase over the past three years, and recruitment efforts have been made through AVID and college prep classes to encourage students who wouldn't traditionally think of AP coursework to consider taking on the challenge. Improving core language and writing skills to increase participation and diversity in AP programs continues to be a goal of the department.

Each year, students are given numerous opportunities to participate in a variety of projects that tap into different modalities of learning. Documentary and feature films are shown to reinforce content and help connect visual learners with subject matter. Teacher's Curriculum Institute (TCI) simulations and activities are regularly utilized in all history classes to teach and reinforce content. Traditional lectures are accompanied by group and individual projects that help develop critical thinking, reading and writing skills. Students are also asked to participate in debates and deliver presentations to help develop strong public speaking skills.

As sophomores, students learn how to conduct research to write a 3-5 page paper, create a visual and deliver a presentation on an assigned Cold War project. As juniors they expand their research skills by completing a self-directed project that allows them to explore an area of U.S. history that most interests them. In AP U.S. History, students complete a number of individual and study group projects, the largest being an expanded History Day project where they compete at the county and state level. When students take Health and Careers, they complete the School-to-Careers project where they take a skills assessment, choose a target career, perform post-secondary school and career research, and write a resume and cover letter. All students are eligible to take Psychology their junior or senior year, where they have the opportunity to design an experiment, execute the project and assess the results. All juniors and seniors with a minimum GPA are offered the opportunity to participate in the Sojourn to the Past program where

Primary and Secondary Source Analysis: Students analyze sources that were created during the time period in which the event occurred.

Course Outlines and Syllabi

Master Schedule

Teacher Lesson Plans

Class Syllabi

Student Work Samples

Cold War Project i.e. Berlin Wall, Tet Offensive, Sputnik

Lost Generation project

Junior Research Paper

Native American journal

History Day Handbook

News headlines and simulations

School-to-Careers project guidelines and samples

Psychology project

Sojourn to the Past: Tour Civil Rights Sites and Meet Leaders

South San Francisco High School Focus on Learning Report 2012

students walk in the footsteps of Civil Rights leaders. Students participate in a rigorous class where they meet once a week and complete associated coursework to earn college credit, and then take an annual trip.

Sojourn Curriculum Guide

The Special Education Science Department presents information to students using differentiated instruction strategies i.e. visual support, collaborative learning, modifying curriculum and scaffolding. The students have frequent formative and summative assessments that help provide feedback to both students and teachers. Many of these assessments involve student choice, especially for their projects and presentations. These students also participate in labs and experiments and are required to reflect and write up formal reports. The instruction is modified to meet the essential standards created by the California Department of Education (CDE).

Student's (IEP)

Teacher lesson plans

The students enrolled in world languages have a choice of French, Spanish or Italian at 4 levels of proficiency. The Spanish course also offers an AP class and two native speakers' courses. Students in these classes learn in a variety of formats and practice listening, speaking, reading and writing on a daily basis. Students also have several opportunities to complete projects individually and in groups based on topics of their choice and predetermined teacher-selected projects. All assignments, instruction and assessment have real-life applications for the students. The curriculum is rigorous and challenging and meets the standards set by the University of California system.

Course syllabi

Visual Connection activities

Course descriptions and project guidelines

Resource Specialist teachers provide academic support classes to students who are accessing the general education curriculum that is aligned with state standards. This program serves students with a multitude of disabilities ranging from Emotionally Disturbed, Specific Learning Disabilities, Autism Syndrome Disorder and many more. The resource teacher collaborates with the core subject teachers on a regular basis, ensuring that the students have access to information that aligns with their accommodations and modifications. The teachers work together to mainstream the students with as few restrictions as possible with the goal of meeting the needs of the individual student.

Students IEPs

Present Level of Performance (PLOP) feedback forms

The Physical Education Department meets the standards set by the CDE. The students participate in a multitude of individual and collaborative sports and games. During the modified games unit students develop games and instruct the class based on the rules and procedures they have developed.

Modified Games unit

Fitness and Weights (self monitoring and record keeping)

Focus Group C: Standards-based Student Learning (Instruction) Criterion

C2 To what extent do all teachers utilize a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom?

To what extent do all teachers actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

FINDINGS

Teachers employ a wide variety of focused instructional strategies. As a result, these strategies have allowed our teachers to better engage our students in higher order thinking and to meet academic standards. We evaluate student performance and determine areas of need and improvement; we focus on reading, writing, student-centered instruction, standards-based curriculum, technology and out-of-classroom experiences to engage our students in higher order thinking.

Teachers use Smart Boards, document readers, LCD projectors, videos, webcasts, podcasts, simulation science experiments, auxiliary websites, guest speakers, handheld data collection devices, media software, interactive readers, and have students conduct Webquests to emphasize higher-order thinking and to keep students engaged.

The majority of teachers are NCLB-certified and credentialed. Teachers are fluent in TAPPLE, Bloom's Taxonomy of Learning, and Costa's Levels of Questioning. All English and math teachers have access to a coach.

Teachers consistently have state standards, daily objectives, and a step-by-step agenda posted on their white boards. This creates a consistent routine for students and teachers to follow.

Teachers use research-based strategies in teaching EL, SDAIE, and SPED, such as modifying and accommodating curriculum, cooperative-interdependence (group work), differentiated instruction, explicit direct instruction, culturally responsive teaching, and competitive learning experiences with incentives.

Homework Center, AP classes, honors classes, AVID classes, and AP prep have been designed to foster key skills necessary for postsecondary success. Teachers encourage students to take PSATs and SATs. AVID teachers prepare students for PSATs and SATs.

To encourage teachers to use evidence-based teaching strategies, the district hired an outside consultant in 2009-2010 to implement a multi-faceted approach to individual direct instruction. In addition to outside consultants, the district has hired teaching coaches in English and math. The coaches work with the departments and individual teachers to

EVIDENCE

** Please note evidence column does not directly correlate with findings, as it shows specific evidence to each core class and identifies specific strategies and resources used.*

History:

Interactive smart board lessons

Videos and podcasts with critical thinking questions

Teachers' Curriculum Institute (TCI)

History in a Blender project

Native American journal Debates

Science:

Gene Connection Project Outline

MOP: interactive online problem solving

Physics Poetry: Summaries of physics principles in poetry form

English:

Classzone.com for textbook support and online student access to book also offers grammar and vocabulary studies and additional enrichment

Many resources available through the textbook adoption (i.e. test prep. Skills summaries, targeted lessons etc.)

Interactive Readers

World Language:

YouTube to stream videos to prompt assignments and discussion

South San Francisco High School Focus on Learning Report 2012

integrate core standards and pacing guides. The coaches also help monitor the data input into Data Director, assuring that the individual needs of the students are being met. In addition, ongoing staff development allows teachers to create units that actively engage all students in critical thinking. Teachers also create and implement assessment tools that align with student interests as well as State Content Standards.

Skype to interact with people in Honduras

Podcasts and websites such as StarSpanish, StudySpanish.com, and ColbySpanish;

Foreign film festival

Math:

Kuta software to generate handouts, videos from online textbooks

P.E.:

Fitness gram CD

Counseling:

CSU Mentor

Make It Happen

9th grade presentations

Student and Parent nights

EL 11th graders visit Skyline College

FAFSA Workshops

Student Driven motivational meetings

Conflict mediation

Peer leadership tutoring

Los Hermanos and Las Hermanas,

AVID:

Road Trip Nation: A program for students to explore career paths

College research presentations

Field trips and guest speakers

Conferences: Big Ideas Fest

Health:

Guest speakers

Experiential Assignments: Menu Planning, Suicide Prevention Hotlines

Reproductive Healthcare Demonstrations

Focus Group C: Standards-based Student Learning: Instruction Criterion

Areas of Strength

- According to a student body wide survey, students overwhelmingly feel that teachers offer a variety of teaching methods.
- 93% of teachers consider their students' background and culture during instruction and lesson planning.
- 95% of parents agree that homework is relevant.
- Students are aware of what is expected of them.
- Teachers are providing an enriching learning environment utilizing and setting high standards.
- Teachers consistently incorporate cooperative learning strategies in instruction and learning.

Areas of Growth

- World Language: difficult to receive permission for field trips
- SPED: Access to modified curriculum and manipulatives needed to help with differentiated instruction
- Technology: outdated onsite network, outdated computers, outdated software, not all teachers have equal access to technology, lack of lab availability, delay in District technology support
- P.E.: Lack of adequate equipment, large class size
- Electives: lack of resources, i.e. paper, cameras, computers, lack of appropriate performance space, strategic classes impact the ability for students to take electives because they are taking math and English remediation classes
- Overall: large class size (core classes are 35+), pacing guides, don't allow sufficient time for intervention, support, re-teaching, or outside-of-textbook activities that engage students, funding for items such as texts that are 20+ years old, community turmoil, budgeting, lack of meaningful professional development related to discipline, lack of access to conferences, lack of collaboration time in groups, lack of foundation-based funds; grant-writing group and an established process for applying for available monies.
- Need for more common planning time for teachers in the same content areas and departments

Focus Group D: Assessment and Accountability Criterion

D1 To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

FINDINGS

Over the past three years since our midterm report, the school has utilized a wide variety of methods for sharing student achievement and performance with the shareholders of our community. Web-based media, such as SchoolLoop, Data Director and Cruncher provide transparent forums to communicate and analyze the statistical trends of student test scores, class performance, progress and areas of growth. Assessments that the school administers and reports to its shareholders include the CST/STAR exam, CAHSEE, CELDT, High Point, Edge, Woodcock Johnson norm-referenced tests, AP tests and the PSAT. The data from these assessments, particularly the STAR exam, are thoroughly disaggregated and analyzed by our faculty and administration during staff development meetings to determine what areas of growth require the closest scrutiny and which student demographics demand the greatest focus during the academic year. Reports of these tests are sent home to the students' parents, and are reviewed by teachers and administrators on Data Director.

SchoolLoop has become a ubiquitous and powerful academic networking tool for communication among teachers, students, parents and administrators. It allows our school community to monitor upward and downward trends in student progress over the course of the academic school year. Students can track current assignments posted by teachers in the SchoolLoop gradebook. This is especially useful when students miss assignments due to absences, late enrollment or class transfer. SchoolLoop email provides a broad and accessible, yet confidential, network for shareholders. Each contingent of the school community can contact each other directly when it is necessary to share information.

Data Director is another powerful online tool that replaced Cruncher last year. This tool can be used to share assessment data among teachers, administrators and district staff. It provides the flexibility to create benchmark and final assessments in core subjects such as math, English, social studies and science, as well as the tools to analyze student data in a multitude of categories. Furthermore, it aligns test questions to state standards so that we can analyze how well students have mastered the standards taught. The Special Education Department, for example, has worked with both Cruncher and Data Director to analyze and disaggregate critical information that is used in IEP meetings.

EVIDENCE

CAHSEE results

CST results

High Point results

Edge EL: adopted curriculum

CELDT results

PSAT results

AP tests prep and results

Data Director: analysis by core standard strands

SchoolLoop website: trending tools, mailbox, and grade book

Data Director reports for core subjects English, math, and Science

South San Francisco High School Focus on Learning Report 2012

During the course of each school year, SSFHS sends parents four progress reports and four report cards, distributed alternatively every five weeks. All students receiving a D or an F in a course are required by the district to have that grade reported on their progress report and freshmen are required to have all of their grades reported, signed by their parent/guardian and returned to their English teacher. Students are also given a copy of these reports during their third period class by their teacher. These five-week reports provide parents and students with a tangible barometer of academic performance. Students also may receive weekly progress reports for participating in athletic programs or upon request of parents, counselors, or deans. The use of the SchoolLoop Gradebook permits teachers to precisely record a student's grade in a weekly progress report. Teachers, counselors and administrators also communicate student assessment to parents with phone calls and parent/teacher conferences, including IEP and SST meetings, and overall school achievement is published in the PTSA newsletter. The school prepares an annual Accountability Report Card to keep all shareholders, from students to the Board of Trustees, updated on the academic progress at SSFHS.

Progress reports/report cards

Weekly progress reports

SchoolLoop

IEP and SST meetings with parents

Focus Group D: Assessment and Accountability Criterion

D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning?

FINDINGS

Teachers assess students with a wide range of strategies to determine how course content is understood. These strategies include, but are not limited to, the following evaluation tools:

- Tests and quizzes
- Reports, essays, reflections, compositions and journal entries
- Projects
- Discussions, debates and oral presentations
- Physical activities and performances
- Lab work, research and experiments
- Online responses and research
- PowerPoint presentations and other electronic media work
- Attendance, citizenship and class participation

Every department employs a multitude of assessment strategies and rubrics to evaluate and measure student performance. For example, common embedded assessments and pacing guides in core subjects such as English and math allow teachers to instruct parallel content in different classes, offering them consistency in their studies should they need to transfer from one class to another.

English teachers, and any other teachers who assign papers, use the online program turnitin.com to validate cited sources and the originality of content for thesis papers, notably in class projects, honors and AP course work.

The math department uses anonymous quizzes and front-loaded vocabulary as part of their curricula to assess students. Project rubrics and reflection papers in the visual arts provide students with guides that help them critique, assess and improve concepts and craftsmanship in their artwork.

The “warrior mile” in Physical Education is run repeatedly and charts the improvement of student physical fitness.

In Academic Instruction (formerly known as SDC), teachers modify assignments, provide learning intervention material and ultimately re-test students based on their questions, comments and initial test results.

English Language Learners develop a curriculum portfolio that includes lab assessments and evaluations.

Career Technical Education (CTE) courses employ various project-based assessments, such as online typing, site evaluations of work experience students, and observed performance in the auto shop.

EVIDENCE

Course guidelines and Syllabi

Student samples

Teacher lesson plans

Pacing Guides

Common embedded assessments

Pacing guides

Turnitin.com

Student samples

Project rubrics and handouts

Charts kept by instructor / students

Teacher lesson plans and Student Work

Portfolio sample

Student work samples

Last year our teachers participated in school site and district workshops on a collection of techniques known as Explicit Direct Instruction (EDI), which endeavors to establish clear and specific instruction from teachers so that students can give accurate and active responses. After participating in these workshops, teachers and administrators collaborated on a series of meetings to model the lessons, tools and techniques that comprise the elements of EDI, or TAPPLE. (TAPPLE is an acronym for: teach first, ask question, pause, pick a non-volunteer, and listen to the response and effective feedback.) This seems to be a straightforward strategy, yet it requires the instructor to remember and focus on crucial steps. The point of this method is to continually check for understanding.

EDI training materials
TAPPLY materials
Whiteboards in classrooms
Teacher lesson plans
Classroom observation inventories

Focus Group D: Assessment and Accountability Criterion Area of Strengths:

- The majority of our staff has been together for a long period of time and has been able to work on assessment development and implementation.
- Ninety percent of students and all teachers use and have access to SchoolLoop.
- All teachers use Infinite Campus to record attendance and submit grades.
- Core areas have designed and are adhering to pacing calendars by grade level.
- Teachers use Data Director to examine student mastery of the standards and assess the actual exams.
- Students are aware of the class objectives, which are written on the boards in a vast majority of all classrooms.
- Our API scores have increased, placing us as a 9 (out of 10) among schools of similar size and demographics.
- We offer more AP class sections.
- Turnitin.com is being used by core teachers.
- Math and English use Common Pacing Guides and common embedded assessments.

Areas of Growth:

- Teachers need more common planning time in the same content areas.
- SSFHS needs upgraded technology.
- We need more technology in the classrooms.
- We need ideas for more ways to improve scores amongst our EL population, particularly Latino boys.
- SSFHS should create training for the community in the use of SchoolLoop.
- We should more consistently use math and English coaches for curriculum support.
- We should use benchmark assessments in a way that would give students opportunities to participate in the assessment process.
- Target and work more closer with students with high absenteeism.

Focus Group E: School Culture and Student Support

E1. To what extent does school leadership employ a wide range of strategies to encourage parental and community involvement?

FINDINGS

Parents and community members have access to and a voice in students' education and extracurricular activities.

SSFHS offers membership to all parents and teachers in the SSFHS PTSA, the Parent Teacher Student Association. This group plays a vital role in our school community, hosting a senior breakfast at the end of the school year for graduating seniors. The PTSA helps organize Grad Night, a safe and enjoyable event for seniors on the night of their graduation.

Some PTSA members also serve on our school Site Council (SSC), which meets monthly to define the school's goals and objectives. The SSC is responsible for approving significant school documents that determine school policy and curriculum. These documents include the Single Plan for Student Achievement (SPSA), School Emergency Plan, and all categorical budget expenditures. This group is also responsible for initiating school-wide programs, such as an Anti-Bullying Day, and No Name-Calling Week.

SSFHS has several active booster clubs, such as Band Boosters and Athletic Boosters. The parents in these groups provide transportation to events, chaperone off-campus events, and run concessions at sporting events. They sponsor clubs and meet monthly to further organize and plan for their organizations.

Through the English Language Advisory Committee (ELAC), ELD teachers, staff, and parents meet to discuss the ELD program. Parents provide input regarding ELD student and program needs.

The Principal's Blue and White Ball is an annual fundraiser that promotes community involvement by offering a dinner/ dance celebration honoring outstanding community members. This event raises money for various school clubs, programs, and individual classrooms.

Parents have access to staff and teachers through SchoolLoop, a website offering communication tools for parents, teachers and students. Through SchoolLoop, parents can view grades, homework assignments, and test scores. Parents can also email individual

EVIDENCE

PTSA newsletter
PTSA minutes

Site Council minutes

Student announcement
archives

Booster newsletters, emails,
and meeting minutes;

Sports Calendar

ELAC minutes

Principal's Blue and White
Ball committee meeting
minutes, mailers and raffle
tickets

School website

SchoolLoop daily email to
registered parents and students.

South San Francisco High School Focus on Learning Report 2012

teachers. On Back to School Night, parents meet with their students' teachers and learn about the upcoming school year.

SSFHS provides community outreach through organizations such as PCRC (Peninsula Conflict Resolution Center), which helps facilitate support groups for students and their families.

PCRC meeting agendas and attendance roster

Our school offers the services of a full-time college and career coordinator who organize workshops, college presentations, and college and career fairs for all students. She also conducts financial aid seminars and college application workshops for parents and students. These are also offered in Spanish.

Handouts and materials from the College and Career Center (LIC);

Attendance records for college-related workshops

The Senior Exit Project involves community members and parents by inviting them to our school campus to serve as judges for this capstone project. The seniors are also encouraged to become more involved in their community by seeking out a local mentor to guide their project and research.

Senior Exit Project handbook

List of community members who serve as mentors and judges

Our school partners with the local Kiwanis Club to offer an active Key Club to our students; in addition, the local Rotary Club partners with our Interact Club to offer students opportunities for community service.

Meeting minutes from Key and Interact Club meetings

The school collaborates with Skyline College, a local community college, to offer concurrent enrollment, and extra-curricular programs, such as Los Hermanos/Las Hermanas, which offers mentoring and academic support for our Hispanic students.

Concurrent enrollment brochures from Skyline College

E2. School Culture and Student Support Criterion

- a) *To what extent is the school a safe, clean, and orderly place that nurtures learning?*
b) *To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?*

FINDINGS

SSFHS attempts to maintain a clean and orderly campus at all times. Student groups, such as ASB, life skills classes and Earth Club run paper and bottle recycling programs on an incredibly consistent basis. Each classroom contains paper and bottle recycling bins, and they are emptied twice a week.

In the instance that graffiti appears on campus, it is quickly covered before school starts, or as close to the beginning of school as possible.

Emergency procedures are known and understood by all faculty, and clear guidelines are in place for emergencies such as fire, earthquake, and dangerous intruder. We have full teacher participation in all drills on campus and students are also fully aware of what to do in the event of an emergency.

There has been an increase in technology in the classroom, with many teachers receiving Smartboards and document cameras to assist their teaching. The daily announcements are shown in all classrooms at the beginning of third period, and help to reinforce trust and respect amongst all students through use of segments and videos that students can easily relate to, such as school sports, school spirit, club activities and meetings, and school-wide events and campaigns (like the No-Name Calling Week segments).

Students are aware of their rights and responsibilities via the Student Handbook, which is meticulously reviewed with students during the first weeks of school in their third period classes.

The school community embraces the individual differences of our students and demonstrates caring, concern and high expectations that are conducive to learning in and out of the classroom. For example, the school-wide video announcements have been translated into Spanish, and teachers are making an effort to monitor language students use so that it is appropriate for school. The school participates in a multi-cultural week, as well as an Anti-Bullying Awareness Day. There are also culturally specific clubs that meet on a weekly basis, open to all students on campus. Students also take advantage of tutoring offered by both peers and staff via peer leaders, the Homework Center and counseling services.

EVIDENCE

Earth Club meeting minutes and posters

Safe Schools Plan
School custodians

Student Handbook

Teachers' classrooms

School announcement online archive

Student Handbook

Homework Center sign-in lists

Bilingual announcements

Flyers addressing school-appropriate language

Club meeting minutes and agendas

South San Francisco High School Focus on Learning Report 2012

SSFHS fosters an atmosphere of trust, respect and professionalism in many ways. One example is teachers meeting outside of school and during their prep time to work together to create common lessons and projects.

Meeting minutes

Teachers share educational strategies and current studies through book clubs and shared articles on educational philosophies, which allow the faculty to stay updated on what is new and current in education. Teachers voluntarily attend community meetings and volunteer to conduct staff development meetings.

Articles provided to staff

Anti-Bullying Month, No-Name Calling Week, Day of Silence, the Use Another Word Campaign and various anti-slur campaigns have been established and used by many campus groups, such as the Gay Straight Alliance (GSA), Peer Leaders, and Associated Student Body (ASB). Several of these became school-wide initiatives and helped to decrease the slurs and negative language on campus. Mutual respect is incorporated into numerous teachers' syllabi and is expected in teacher's classrooms.

Posters and flyers from Anti-Bullying events

Teacher syllabi and classroom posters

E3 and E4. School Culture and Student Support Criterion

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

FINDINGS

There is a direct correlation between student support services and the ESLRs, as well as a connection to the school's mission statement.

Each special education student is placed appropriately in the least restrictive environment. IEPs are strictly followed in accordance with state special ed laws, and are revisited throughout the school year to assess student progress. Inclusion efforts are made for Life Skills students to participate in ASB, dance, art, ceramics, PE, and video broadcasting.

SSFHS offers varying levels of academic intervention, ranging from SST (Student Study Teams) meetings involving teachers, parents, counselors and students, to 504 plans, peer counseling and daily Homework Center. Also, students may be referred to outside agencies, like Pyramid Counseling Services or Asian American Recovery Services. Students may be referred to an intervention counselor for specific needs that must be met outside of the classroom. Counselors help connect students to outside resources such as housing, food, mental and health services.

If a student is part of a specific program, such as ELD, AVID or special ed, they are assigned a counselor who is familiar with those programs' specific needs. In addition, ninth grade students are assigned to a specific transition counselor to assist their move into high school.

Students are encouraged to investigate collegiate and vocational opportunities through community and intern involvement. Each student is afforded the opportunity to establish a plan that allows him or her to reach his or her fullest potential.

The AVID program (Advancement Via Individual Determination) is instrumental in assisting students create four-year academic plans specific to each student and their college goals. Additionally, counselors employ the "Make It Happen" college-planning curriculum from SFSU. The College and Career Coordinator is available for career and college counseling, as are the counselors.

Counselors encourage students to reach their fullest potential by taking

EVIDENCE

ESLRs
SSFHS mission statement

IEPs

Present Levels of Performance

Student work and student performance videos and programs

SST feedback forms and notes

504 plans

Homework Center,

Brochures provided by outside agencies

Assigned counselors on Infinite Campus

College and career counselor meeting power point presentations

Flyers and announcements
Classroom presentation notes

AVID;
Student Four-Year Plan

Flyers for visits from college representatives;

Scholarship opportunities

Lists of course offerings

higher-level classes. Counselors establish a four-year plan with all students, which includes a biannual transcript review as well as enrollment in increasingly difficult classes, such as honors and AP classes. Our AP program has seen substantial growth because of this.

Honors and AP Program

Students are offered many different experiences outside of the classroom, including work experience, Jobs for Youth, Youth in Government Day, ROP, community service, and concurrent enrollment.

Flyers and applications for programs mentioned

An intervention counselor is available for 80% of the school week and two outside counseling agencies have been available on campus three to four days a week.

Referral forms
Brochures for outside agencies
Student group meetings

Focus Group E: School Culture and Student Support

Areas of Strength

- Academic achievement has consistently shown growth according to state test scores and Honors/AP enrollment; more students are meeting A-G requirements for UC/CSU eligibility.
- Students have a tremendous amount of cultural awareness (more acceptance of differences amongst students) and school pride. Anti-bullying campaigns have created heightened awareness.
- Discussion forums are available and used on SchoolLoop; students receive a daily update on their grades and assignments.
- The folkloric dance classes fulfill the UC/CSU eligibility and address the cultural make-up of the school. The program creates a link between home and school and promotes school pride and cultural awareness.
- Teachers are available to students outside of the classroom.
- The relationship between the certificated staff and administration is very good.
- A wide variety and amount of counseling services are available to students at any given time.

Areas of Growth

- Our faculty needs to explore ways to get parents more involved. There are many opportunities to be involved; however, attendance at meetings and programs is low.
- Add an additional AP Spanish Class to make scheduling more accessible to students; add an additional Folklorico dance class; add an additional French class (currently mixed skill levels, very large classes). Audit of class/scheduling needs to re-examine scheduling issues overall to ensure balanced class sizes.
- Faculty needs to be on the same page as far as school-wide policies (hats, iPods, language, dress code, etc). The same policies should be implemented across all departments; new teachers need to be informed of common school rules.
- In an effort to improve communication and efficiency, faculty should use email more; websites where new teachers can go to explore best practices should be publicized; increased teacher response to scheduling SSTs and following SST recommendations.