

PRESENTATION TO THE BOARD

March 9, 2023

KEVIN R. ASBRA

PRINCIPAL

<https://southcity.ssfusd.org/>



SSFHS will graduate resilient, empathetic, life-long learners, who will become productive, and globally conscious citizens with useful skills to contribute to an ever-changing society.

Thank You To Our Outstanding SSFHS Volunteers

From our Familias Tomando Accion-Mrs. Edith Arias

Edith Arias is the founder of *Familias Tomando Accion* (Families Taking Action), a Latinx community network that facilitates monthly information and conversations on leadership, empowerment, education, postsecondary options, and personal improvement opportunities for students and their families since 2016. Edith is a mom to three South San Francisco High School graduates and has therefore created a space in which our Latinx families can openly ask questions and advocate for their student's education without a language barrier. Edith continues to make a positive impact in our community and her dedication is greatly appreciated.

From our PTSA-Mrs. Dee Scharff Popielak

Mrs. Scharff Popielak has taken on the role of the President of South San Francisco High School's PTSA beginning this year. She works diligently to grow our PTSA and support our campus. She, and her board, provided a welcome back luncheon for the staff of the school in August and for the Counselors during Counselor Appreciation Week (Feb 6 - 10, 2023). Her team has worked to support our ASB by providing assistance to support our Homecoming and Winter Formal. She regularly communicates with the school to publicize meetings and important information. Our PTSA membership has grown to over 100 members and each meeting has 15-25 in attendance.



Our District Goals



District Goals

LCAP GOAL 1

Academic Achievement

The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data.

SSFUSD Vision



LCAP GOAL 4

Special Education

The district will provide high quality curricular programs for students with IEPs that will raise student engagement in school and proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, and engagement rates.

LCAP GOAL 2

Professional Development

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

LCAP GOAL 3

Student, Parent & Community Engagement

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

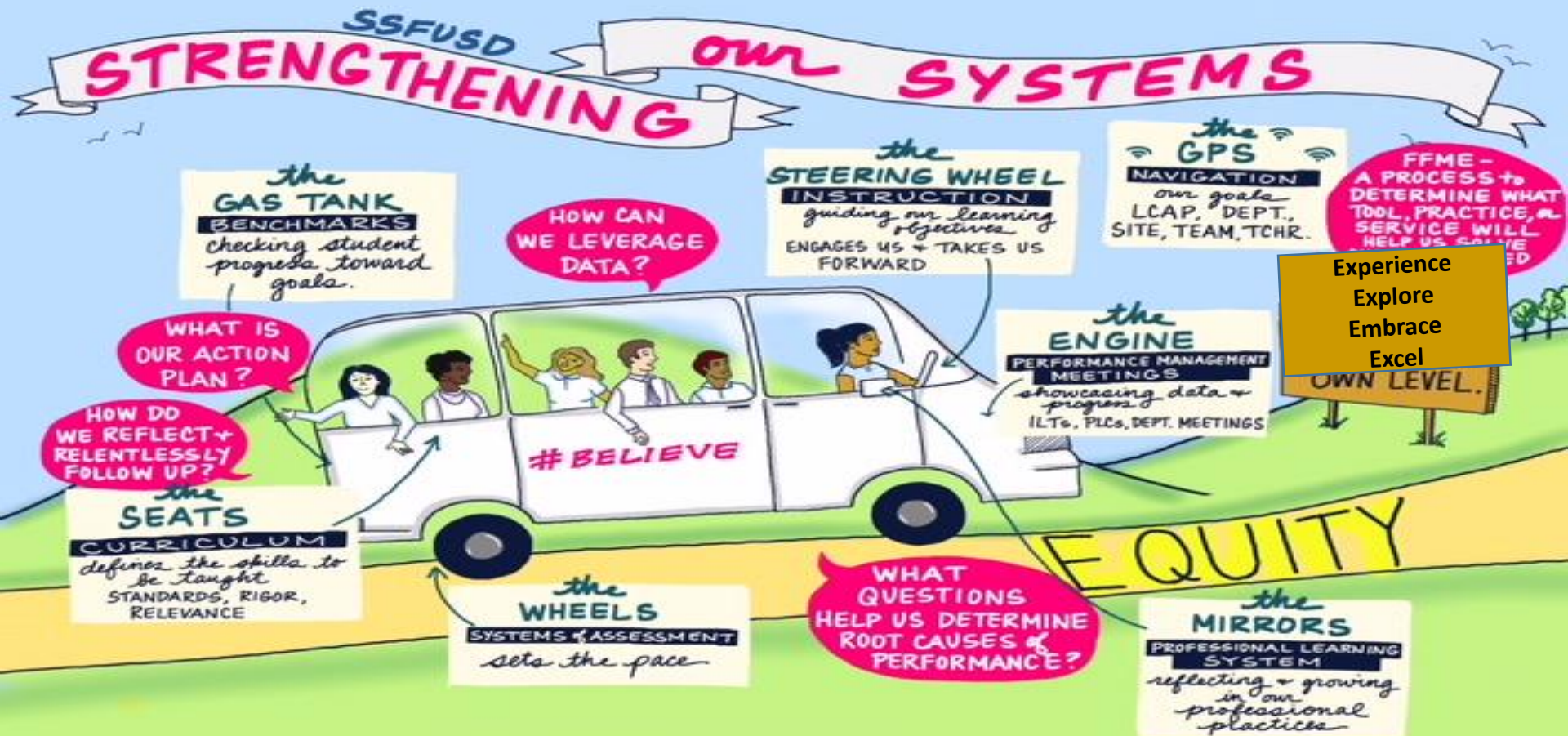
District Priorities

A) Improve Curriculum, Instruction & Assessment

B) Bolster Professional Learning and Collaboration

C) Strengthen Leadership Capacity

COMMUNICATION-ACHIEVEMENT-RELATIONSHIPS





Working in Tandem to Meet District LCAP and Site Goals

Goal #1-Academic Achievement

- Through Regular Use of Data to Drive Discussions to increase student outcomes
- Formal/Informal Classroom Observations Focused on Teaching and Learning

Goal #2-Professional Development

- Resources Built into SPSA to Support Teacher Growth
- District/External PD to Aid Teachers and Departments

Goal #3-Student, Parent & Community Engagement

- 2nd Year of Implementation of PBIS-Community and Culture on Campus
- Parent Involvement Through Parent Groups
- Associated Student Body Support for Campus Culture

Goal #4-Special Education

- PD for PUSH Classes Providing More Opportunities For All Students in Gen Ed
- Raise the Percentage of Students with Disabilities Gen Ed Classes

South San Francisco High School

Students by Program Group

Students by Race/Ethnicity

Student Group	#	%
Female	635	50.6%
Male	619	49.4%
English Learners	233	18.6%
Students with Disabilities	193	15.4%
Socioeconomically Disadvantaged	542	43.2%
Total	1254	

Student Program Group	#	%
Native Am Indian/Alaska Native	10	0.8%
Asian	171	13.6%
Native Hwn/Pac Islander	21	1.7%
Filipino	208	16.6%
Hispanic/Latinx	759	60.5%
African Am/Black	16	1.3%
White	69	5.5%



Our Goals as a School Community

South San Francisco High School Goals for 2022-2023

- Continue to Build School Community and Culture On our Campus (PBIS)
- Aid Our Freshmen as they Transition through their First Year of High School
- Support the Academic Success of our SPED and EL Populations
- Utilize Dashboard Data to Identify Areas of Need
 - ELA and Math, Attendance, Alternatives to Suspension, Grad Rates
- Continue to Work To Create Equity on Our Campus
- Encourage Professional Development Opportunities for Staff
- Support for Social and Emotional Learning-Wellness Program

Improving Community and Culture Through PBIS



SETTING

EXPECTATIONS

	All Areas	Cafeteria/Picnic Tables	Bathrooms
<p>R Respect</p> <p>(We demonstrate positive regard for ourselves and others.)</p>	<p>Students</p> <ul style="list-style-type: none"> Keep language free of swears and slurs. Leave property undamaged (yours, your peer's, and the school's!) <p>Teachers & Staff</p> <ul style="list-style-type: none"> Be open to restorative conversations when requested by students 	<p>Students</p> <ul style="list-style-type: none"> Only take food that you are going to eat Place all trash in appropriate trash cans <p>Teachers & Staff</p> <ul style="list-style-type: none"> Keep your rooms clean during lunch 	<p>Students</p> <ul style="list-style-type: none"> Only use the bathroom when you need it. Leave the bathroom clean Only use the bathroom for its intended purpose <p>Teachers & Staff</p> <ul style="list-style-type: none"> Offer adequate bathroom breaks (following new PBIS guidelines) Only use the restroom during breaks/non class times
<p>R Responsibility</p> <p>(We are accountable for our actions.)</p>	<p>Students</p> <ul style="list-style-type: none"> Get to class on time Arrive with all the materials that you need Complete work to the best of your abilities Advocate for yourself when you need help (communicate with teachers early and often!) 	<p>Students</p> <ul style="list-style-type: none"> Head to class promptly when bell rings at end of lunch <p>Teachers & Staff</p> <ul style="list-style-type: none"> Those who choose to have their rooms open during lunch will maintain a safe environment. 	<p>Students</p> <ul style="list-style-type: none"> Complete your bathroom trip as quickly as possible Try to use the bathroom during lunch & breaks instead of during class Let an adult know if someone is being inappropriate in the bathroom <p>Teachers & Staff</p>



- An educational model created to help students manage the transition from Middle School to High School
- Focus: build on student strengths, create positive & intentional relationships, use data collaboratively to problem solve a guide actions.
- 16 Teachers that form Houses to Support Freshmen
- Parent Advisory Committee To Support the Program

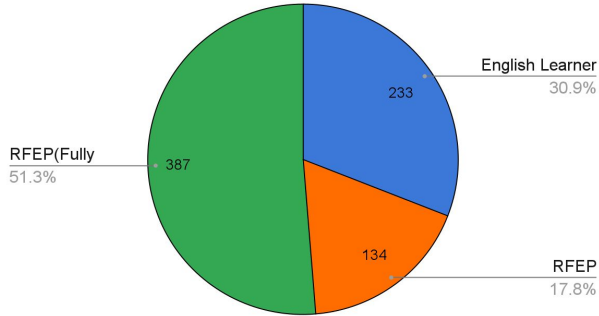
9th Grade Stats	2017-18	2018-19	2019-20	2020-21	2021-2022	2022-2023
Suspensions	46	55	31	0	23	28
Daily Attendance Average	97%	97%	98%	93%	95%	92%%
Chronic Absenteeism	39%	41%	38%	42%	68%	36%
Behavior Events	382	712	248	7	140	126
Failure Totals	2017-18	2018-19	2019-20	2020-21	2021-2022	2022-2023
Quarter 1	25%	34%	30%	28%	38%	41%
Quarter 2	29%	35%	39%	29%	38%	40%
Quarter 3	38%	44%	48%	35%	43%	
Quarter 4	36%	42%	35%	38%	39%	

Key Takeaways and Goals

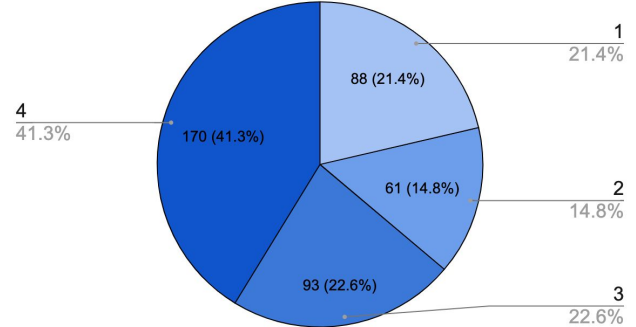
- Steady decline in Behavior events and suspensions. Continue to work with ATS and site resources to improve behavior; especially around defiance and disrespect.
- Early intervention for our Tier 3 students - strategic referral to our school SAP team
- With GFE implementation we saw an improvement in the grades for our core classes; however students are struggling in electives and PE
- We held a very well attended 9th grade intervention night in the fall. We plan a 9th grade showcase for March 21
- 3 BARR members are attending the National Conference this year.
- Our school implementation has been featured in National BARR Professional Development Meetings

SUPPORTING OUR STUDENTS IN EL

English Learner Status



Overall English Learner Levels



WORKING TOWARD RECLASSIFICATION

- Continued Controversial Issues Courses for LTEL's
 - For 22-23 we have 4 sections of Controversial Issues 1/2
- Provide a-g courses for EL students
 - Algebra, Geometry, Biology, Chemistry Earth Science, EL CP 1-4, EL Lab 1-4 (for added support), EL MWH, EL USH
- Ongoing Support from EL TOSA (Kim Moss)
 - Faculty training, scheduling classroom visits, monitoring grade progress



SUPPORTING OUR STUDENTS WITH DISABILITIES

ENGLISH LANGUAGE ARTS

Students with Disabilities



72.5 points below standard

Number of Students: 38

MATHEMATICS

Students with Disabilities



166.7 points below standard

Number of Students: 38

SUPPORTING OUR STUDENTS WITH DISABILITIES

Support For 2022-2023

Added Co-Taught (PUSH) Classes

- Algebra 1, Geometry
- Biology and Earth Science
- English 1CP, 2CP, 3CP, ERWC

2-Day Summer Training for Gen Ed and SPED Teachers

- Conducted by BER (Bureau of Education Research)

Support Courses

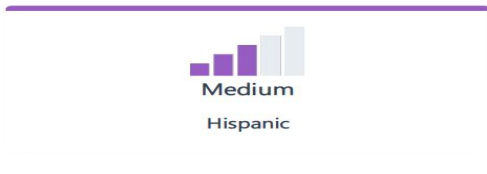
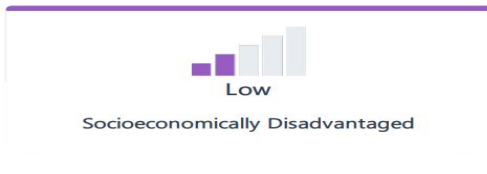
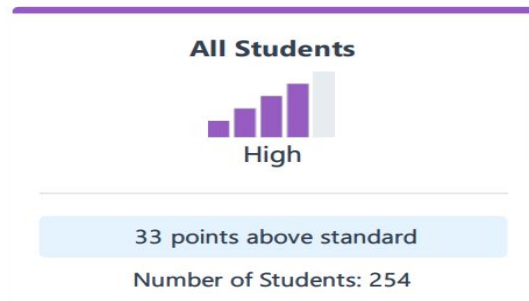
- English Support 1, 2, 3 and 4
- Math Support 1 and 2



English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



85.6 points below standard

Number of Students: 260



English Learners
Hispanic
Socioeconomically Disadvantaged
Students with Disabilities



No Student Groups



Filipino



No Student Groups



No Student Groups



African American
American Indian
Asian
Homeless
Two or More Races
Pacific Islander
White

Working to Improve Daily Attendance

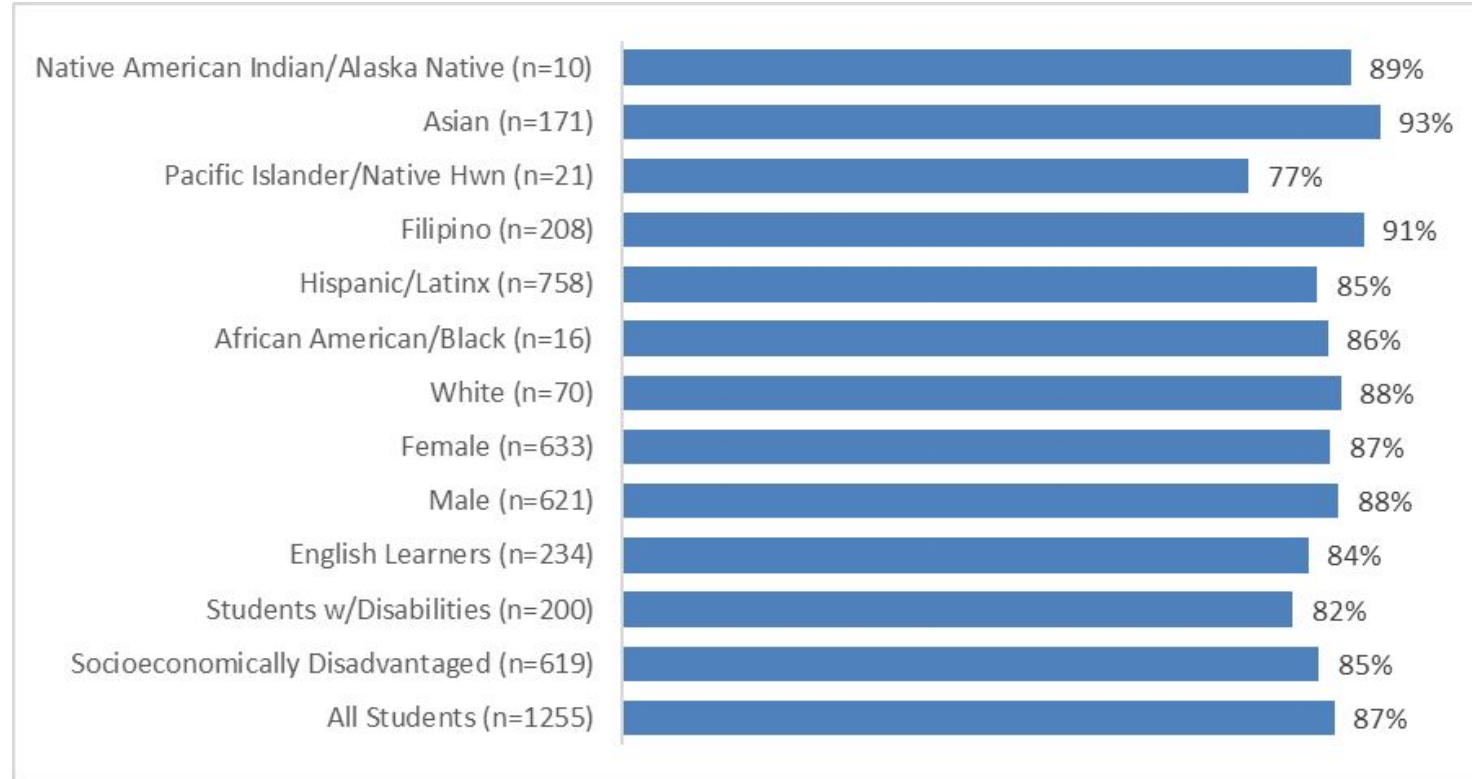


AVERAGE DAILY ATTENDANCE BY GRADE/MONTH

SSFHS Fall Semester Attendance

<u>GRADE</u>	<u>2019-20</u>	<u>2021-22</u>	<u>2022-23</u>
9	94.74%	92.93%	91.39%
10	93.05%	93.07%	90.48%
11	93.38%	92.13%	91.92%
12	94.61%	93.08%	92.15%

SSFHS Attendance Snapshot (1/23/2023 - 2/24/2023)



** To protect student privacy, data for student groups with fewer than 10 students is not displayed. For SSFHS, this includes the Decline to State (n=2) groups.*

IMPORTANT SUSPENSION DATA

SUSPENSION DATA FROM 2022-23

- At this time there have been 78 suspensions at SSFHS this year
- Of those 78 suspensions, 9 students have been suspended 1+ times
- Breakdown by Ethnicity is as follows:

<u>Group</u>	<u>#</u>	<u># Suspended</u>	<u>% of Suspensions</u>	<u>% on Campus</u>
Hispanic	52	39	66.6	60.5
White	7	6	9.0	5.5
Filipino	6	6	7.7	16.6
African Am	1	1	1.3	1.3
Pacific Islander	9	5	11.5	1.7
Native Am.	1	1	1.2	0.8
Asian	2	2	2.6	13.6



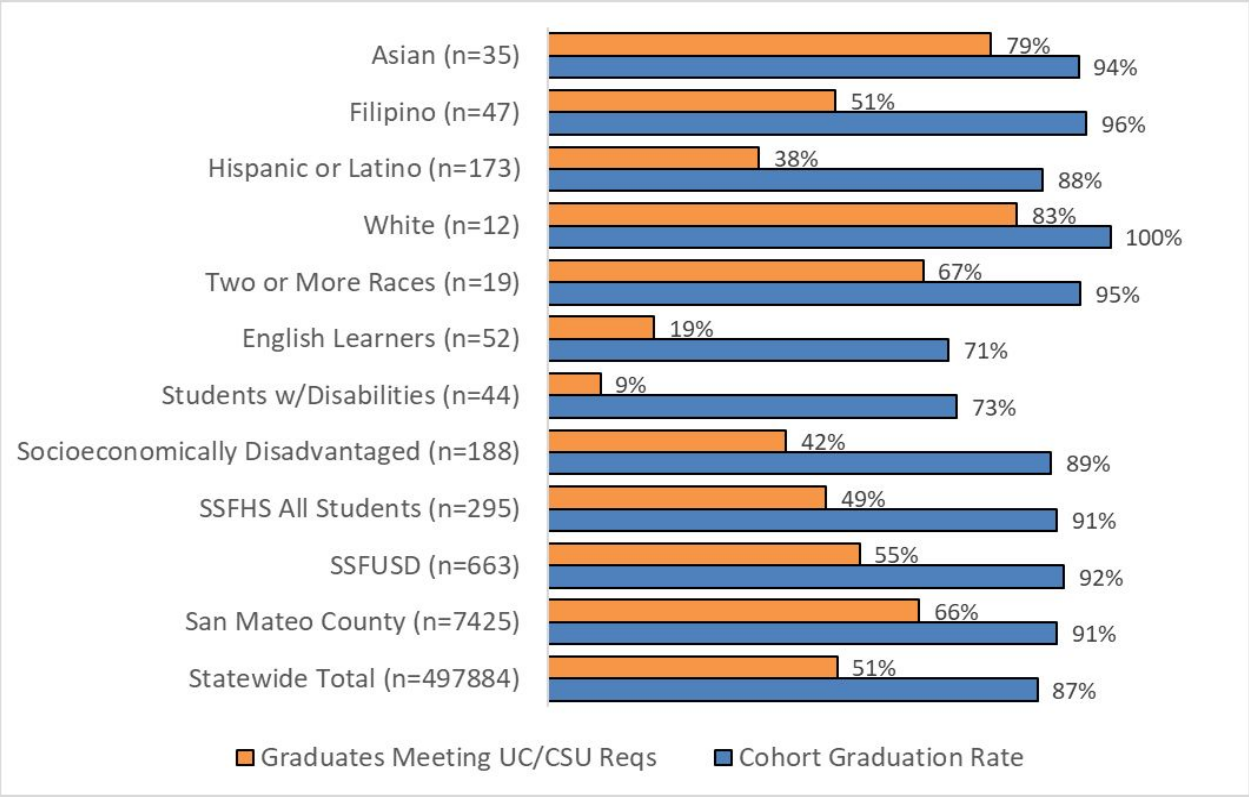
- 21 Suspensions are Drug/Alcohol related (26.9% of total)
- 19 Suspensions are Fight/Intimidation (24.4% of total)
 - These two categories make up 30 suspensions (38.5% of total)
- **GOOD NEWS— The FLY PROGRAM is on campus again this spring to work with some of these students.**

***The administration is working on additional alternatives to suspension in conjunction with current ATS program**

***There have been 60 students suspended which represents 4.8% of our population that has been suspended at least one day**

SSFHS Class of 2022

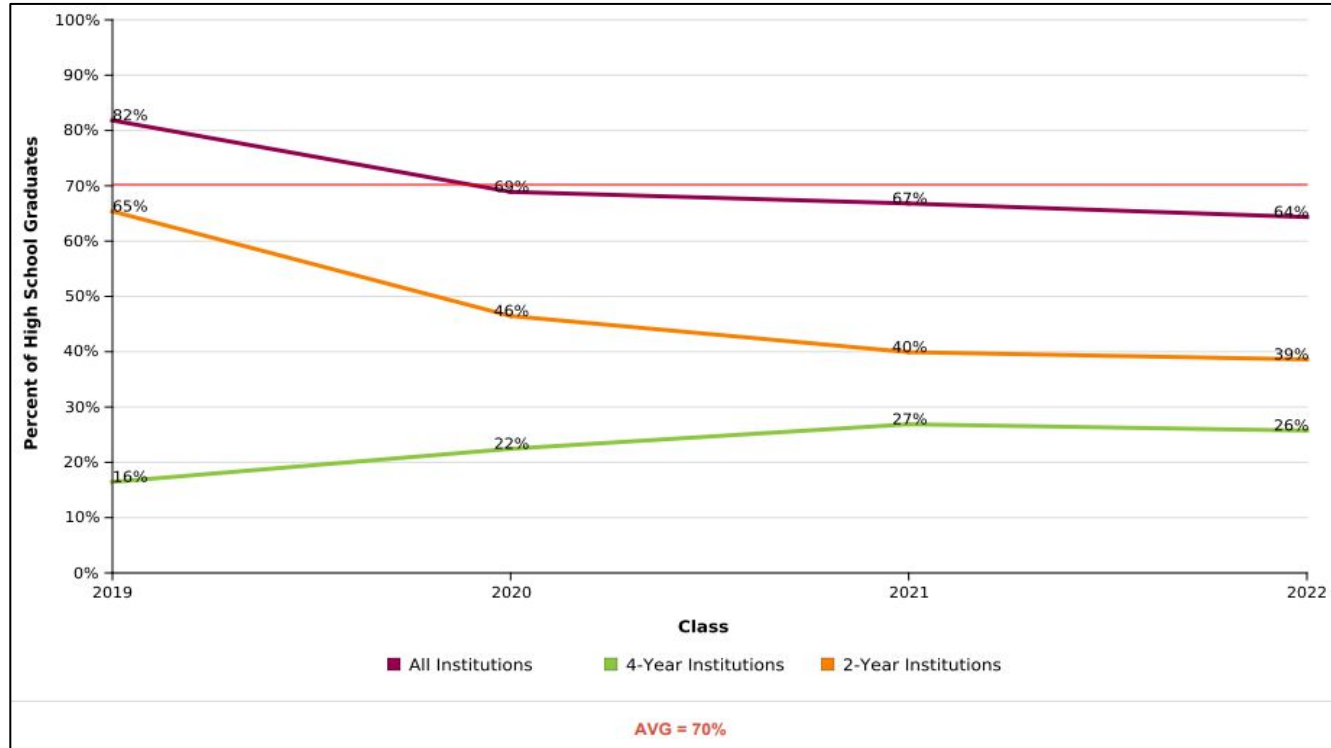
4-year Cohort Graduation Rate and UC/CSU Requirements Met



Adjusted Cohort Graduation Rate as reported in [DataQuest](#) from California Department of Education

SSFHS Graduates Pursuing Post-Secondary Education

Percentage of SSFHS Graduates Enrolling in Post-Secondary Education Institutions Immediately After High School



Data from National Student Clearinghouse, January 2023
Based on post-secondary education institutions fall enrollment reporting

Supporting SEL Needs of Our Community

Academic Counselors

Last Names

Ms. Marion Shine	(A - Fi)
Ms. Bridgett Hernandez	(FI - K, AVID)
Ms. Kally Ong	(L - Ra)
Mr. Christian Navarro	(Re - Z, EL 1/2)

Wellness Counselor

Ms. Maria Keough

School Psychologists

Ms. Alia Rozsa

Ms. Janessa Guerrero

School Safety Advocate

Ms. Juviel Vinluan

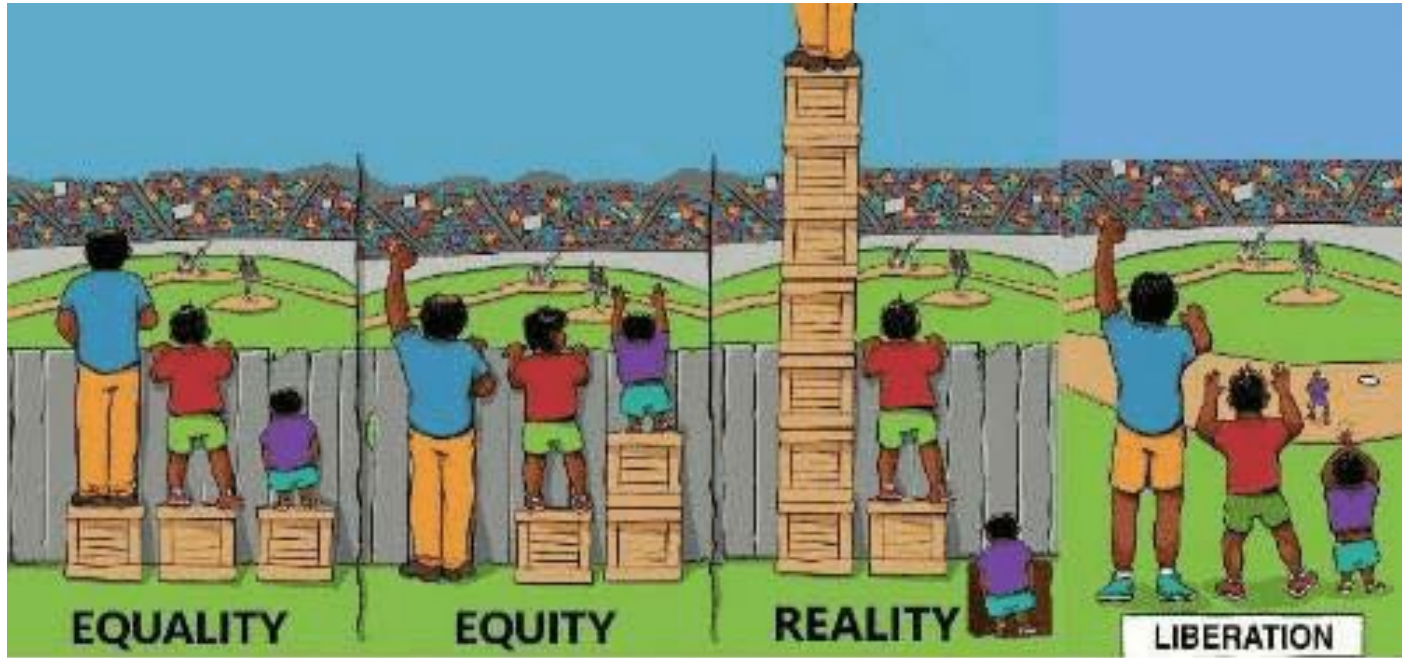
Star Vista Therapists

Ms. Catina Chang



- New Wellness Center Created in 2021-2022
- Weekly Student Assistance Program (SAP) Meetings

CREATING A CULTURE OF EQUITY



Liberation

