

PRESENTATION TO THE BOARD

May 9, 2024

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.

Our District Goals



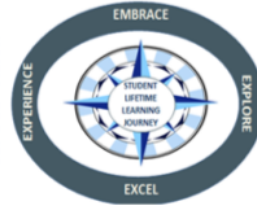
District Goals

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.

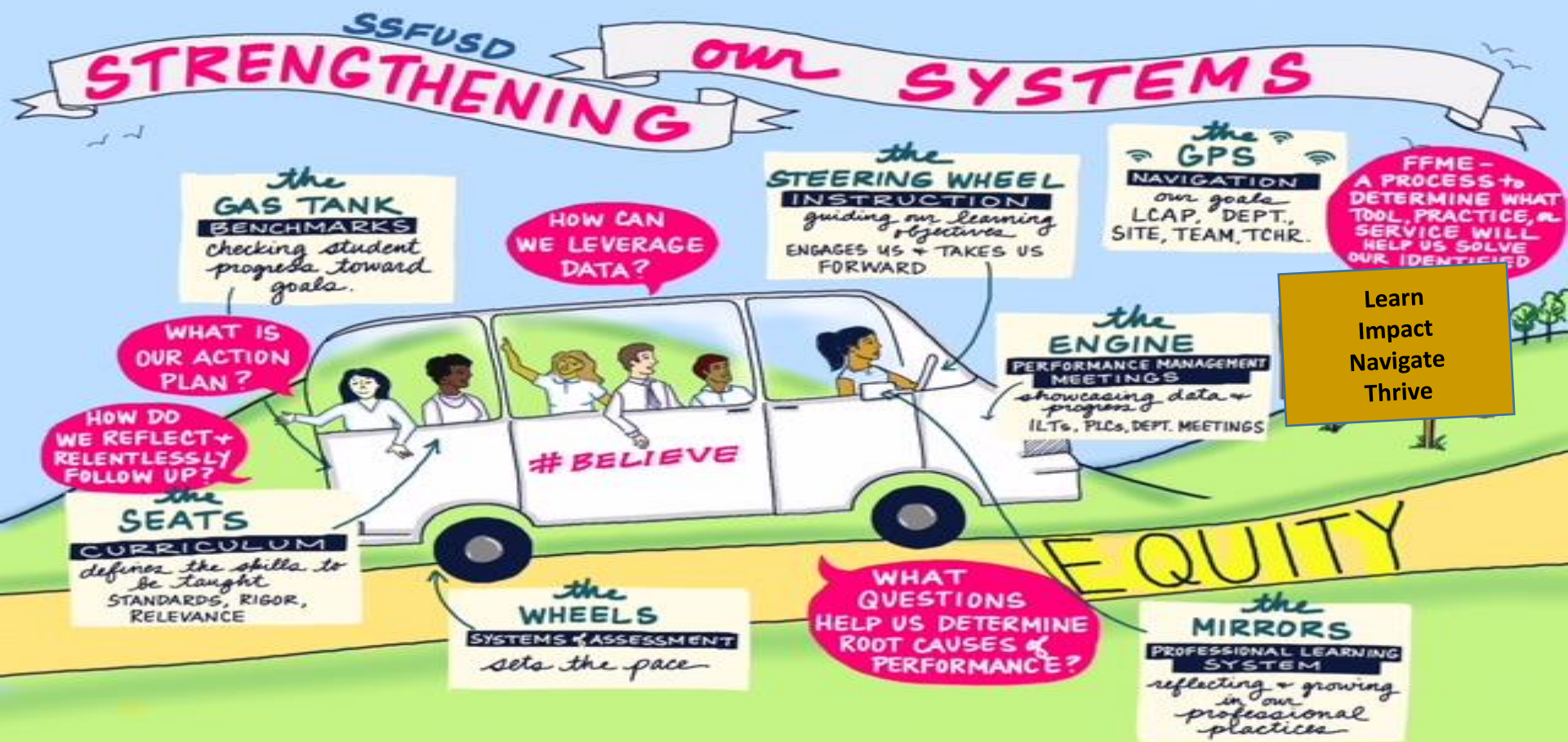
District Priorities

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-Drive Discussions to increase student outcomes
- Formal/Informal Classroom Observations Focused on Teaching and Learning
- Teacher Walkthroughs with AP and Follow up Discussions

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

- Continual Efforts to Grow Support of Parent Community
- Parent Involvement Through Parent Groups
- Associated Student Body Support for Campus Culture

Goal #4-Special Education

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



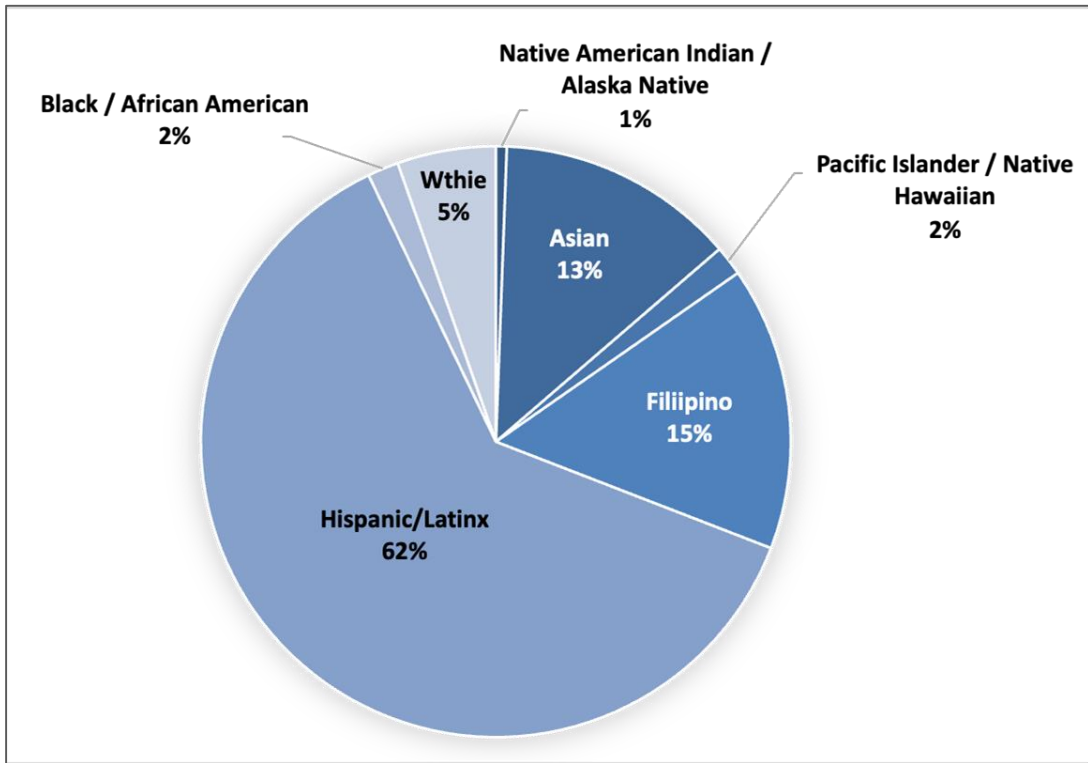
Our Goals as a School Community

South San Francisco High School Goals for 2023-2024

- Continue to Build School Community and Culture On our Campus
- 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/Math, Attendance, ATS, Grad Rates, College Preparedness
- Continue to Work To Create Equity on Our Campus
- Encourage Professional Development Opportunities for Staff
- Support for Social and Emotional Learning-Wellness Program/Peer Helpers



SSFHS Enrollment Data



| Students by Grade Level | # |
|-------------------------|-----|
| 9th | 369 |
| 10th | 309 |
| 11th | 331 |
| 12th | 342 |

| Student Group | # | % |
|---------------------------------|-------|-----|
| Female | 643 | 48% |
| Male | 708 | 52% |
| English Learners* | 265 | 20% |
| Students w/Disabilities | 227 | 17% |
| Socioeconomically Disadvantaged | 676 | 50% |
| All Students | 1,351 | |

*English Learner count does not include 2 students who are pending EL status determination and 5336 students who have been Redesignated. Of students designated as English Learners, 131 are long-term English Learners.

YEAR-TO-DATE (YTD) METRICS

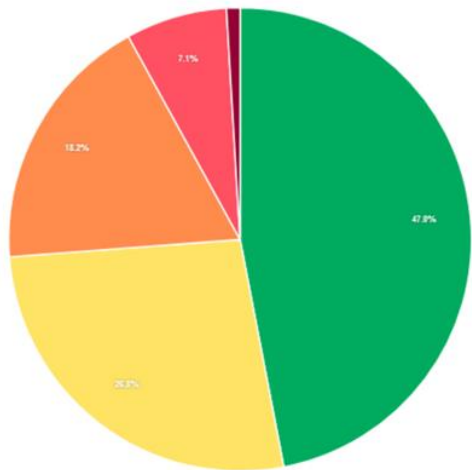
| | | | | | |
|---------------------|-------|------------------------------|-------|-----------------|-------|
| YTD Attendance Rate | 91.6% | YTD Chronic Absenteeism Rate | 26.2% | No. of Students | 1,271 |
|---------------------|-------|------------------------------|-------|-----------------|-------|

ATTENDANCE OVER TIME

Monthly | Daily Year to Date View

| | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR |
|--------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Attendance Rate | 93.7% | 92.7% | 91.2% | 91.6% | 91.5% | 91.9% | 90.7% | 91.2% | 90.0% |
| Chronic Absenteeism Rate | 21.5% | 31.9% | 25.0% | 30.5% | 25.0% | 27.8% | 32.2% | 35.5% | 34.5% |

ATTENDANCE BY TIER



| TIER | % | TOTAL |
|---|-------|-------|
| ● Satisfactory (+5%): Tier 1 | 47.0% | 597 |
| ● At Risk (5-9%): Tier 1 | 26.8% | 341 |
| ● Moderate Chronic (10-19%): Tier 2 | 18.2% | 231 |
| ● Severe Chronic (20-49%): Tier 3 | 7.1% | 90 |
| ● Extreme Chronic (>=50%): Tier 3 | 0.9% | 12 |



Key <86% 86-88% 88-90% 90-92% 92-94% 94-96% 96-98% >98%

Attendance Rate

Ethnicity

 Year to Date View

| | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | YTD |
|-------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Asian | 96.5% | 96.2% | 95.0% | 96.0% | 95.3% | 95.9% | 94.7% | 94.9% | 93.5% | 95.4% |
| Black | 91.9% | 91.3% | 93.2% | 85.1% | 89.0% | 92.6% | 90.5% | 94.3% | 88.3% | 91.0% |
| Hispanic | 92.7% | 91.0% | 89.6% | 90.1% | 90.0% | 90.3% | 89.3% | 89.7% | 88.7% | 90.2% |
| Multiracial | 93.8% | 94.3% | 93.6% | 92.1% | 94.9% | 93.2% | 89.5% | 92.7% | 93.0% | 93.0% |
| Native American/Alaskan | 82.4% | 95.0% | 87.9% | 88.2% | 97.6% | 95.8% | 98.3% | 83.8% | 93.8% | 91.0% |
| Pacific Islander | 90.0% | 92.4% | 82.7% | 83.1% | 87.1% | 89.6% | 87.5% | 86.1% | 78.1% | 86.3% |
| White | 94.6% | 93.4% | 90.4% | 91.0% | 88.6% | 89.5% | 88.9% | 90.7% | 88.2% | 90.7% |



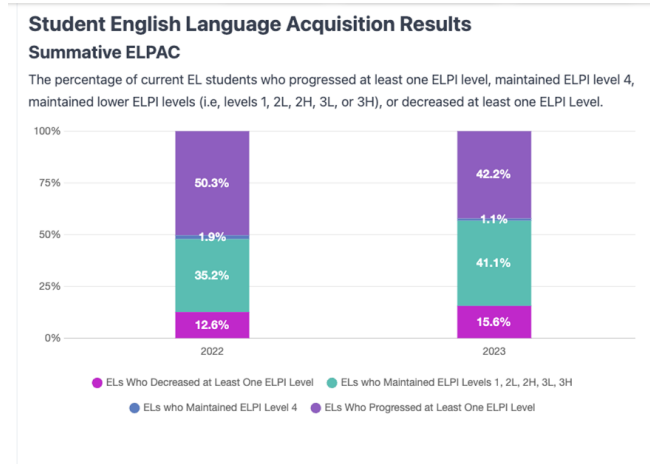
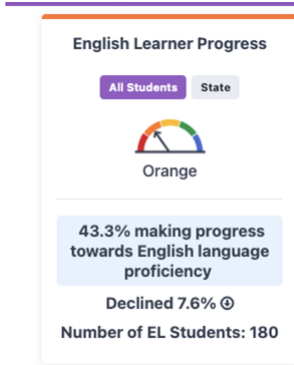
- An educational model created to help students manage the transition from Middle School to High School
- Focus: build on student strengths, create positive & intentional relationships, use data collaboratively to problem solve a guide actions.
- 12 Teachers Working to Support Freshmen
- Parent Advisory Committee To Support the Program
- BARR expanding into the Sophomore Year 24-25

| SSFHS Stats | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-2022 | 2022-2023 | 2023-2024 |
|--------------------------------|---------|---------|---------|---------|-----------|-----------|-----------|
| Suspensions | 46 | 55 | 31 | 0 | 23 | 43 | 10 |
| Daily Attendance Average | 97% | 97% | 98% | 93% | 95% | 90% | 93% |
| Chronic Absenteeism | 39% | 41% | 38% | 42% | 68% | 34% | 25% |
| Behavior Events | 382 | 712 | 248 | 7 | 140 | 286 | 81 |
| Failure Totals | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-2022 | 2022-2023 | 2023-2024 |
| Quarter 1 | 25% | 34% | 30% | 28% | 38% | 41% | 27% |
| Quarter 2 | 29% | 35% | 39% | 29% | 38% | 35% | 32% |
| Quarter 3 | 38% | 44% | 48% | 35% | 43% | 46% | 33% |
| Quarter 4 | 36% | 42% | 35% | 38% | 39% | 42% | |
| Total # of Courses Failed | 465 | 739 | 354 | 580 | 776 | 572 | 210 |
| Total # of BARR Courses Failed | 279 | 417 | 153 | 237 | 327 | 197 | 94 |
| % of BARR courses | 60% | 56% | 43% | 41% | 42% | 34% | 45% |

Key Takeaways and Goals:

- * We saw major gains in our behavior data this year, understanding that the data reflected for 23/24 only includes the first semester. We would like to implement more consistent tier one and tier two interventions to increase positive behavior.
- * We would like to more consistently recognize positive student behavior, attendance and academic success via assemblies and celebrations utilizing FLEX
- * We have seen a lot of success with our 0* Algebra Intervention class. Working with the master schedule we would like to identify students early and set up interventions before they fail the first semester of Algebra 1
- * This year we saw increase attendance at our 9th grade Intervention Night and Open house which we facilitated with our site ELAC
- * We are expecting a lot of team turnover this year, so our summer professional development will focus on the foundations of BARR, Grading for Equity and Student Interventions for success.

SUPPORTING OUR STUDENTS IN EL



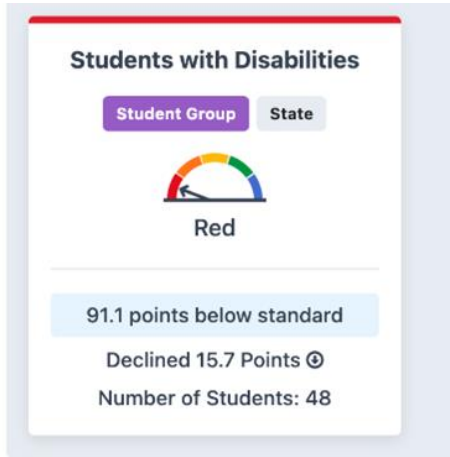
WORKING TOWARD RECLASSIFICATION

- Continued Controversial Issues Courses for LTEL's
 - For 23-24 we have Controversial Issues 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 TOSAs (Kim Moss and Sacha Dano)
 - Faculty training, classroom visits, monitoring grade progress
- SSFHS Community Liaison hired to support our efforts to support EL students and families

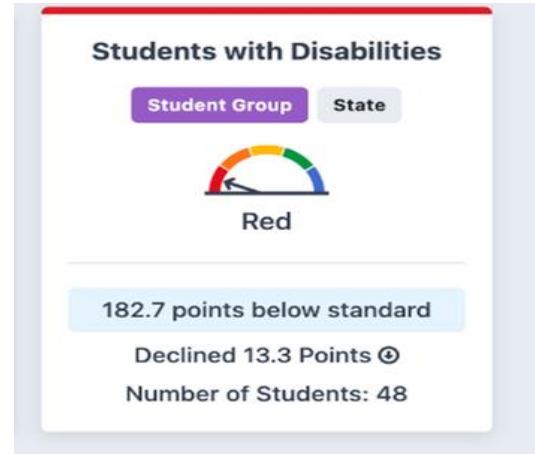


SUPPORTING OUR STUDENTS WITH DISABILITIES

ENGLISH LANGUAGE ARTS



MATHEMATICS



SUPPORTING OUR STUDENTS WITH DISABILITIES

Support For 2023-2024

Added Co-Taught (PUSH) Classes

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

Summer Training for Gen Ed and SPED Teachers

- Conference earlier in school year and revamping how PUSH classes are scheduled

Support Courses

- English Support 1, 2, 3 and 4
- Math Support 1 and 2
- Phasing out for 2024-25



Academic Indicator - English-Language Arts (detail)



(Numbers indicate points above/below standard for cohort average)

| Student Group | SSFHS School | | | SSFUSD | | State | |
|----------------------------------|--------------|--------|--------|-----------|--------|-----------|--------|
| | # students | Status | Change | Status | Change | Status | Change |
| Asian | 35 | +1.25 | +4.3 | +61.6 DFS | +13.9 | +61.8 DFS | -1.2 |
| Filipino | 56 | +75.2 | -6.1 | +35.6 DFS | +1.3 | +44 DFS | +1.1 |
| Native Hawaiian/Pacific Islander | * | | | -49.7 DFS | -5.3 | -32.5 DFS | -3.4 |
| Hispanic/Latinx | 174 | -22.3 | -23.7 | -42.4 DFS | -7.4 | -40.2 DFS | -1.7 |
| African American/Black | * | | | -55.4 DFS | +0.6 | -59.6 DFS | -2 |
| White | 18 | -25.1 | +15.6 | +8.7 DFS | +8.2 | +20.8 DFS | -0.8 |
| English Learners | 37 | -129.2 | -5.2 | +50.9 DFS | -13.3 | -67.7 DFS | -6.5 |
| Students w/Disabilities | 48 | -91.1 | -15.7 | -95 DFS | -1 | -96.3 DFS | -2.5 |
| Socioeconomically Disadvantaged | 147 | -24.4 | -7.9 | -42.9 DFS | -3.6 | -42.6 DFS | -1.2 |
| All Students | 302 | +15.5 | -17.5 | -3.3 DFS | -1 | -13.6 DFS | -1.4 |

Academic Indicator - Mathematics (detail)



(Numbers indicate points above/below standard for cohort average)

| Student Group | SSFHS School | | | SSFUSD | | State | |
|----------------------------------|--------------|--------|--------------|------------|--------|------------|--------|
| | # students | Status | Change | Status | Change | Status | Change |
| Asian | 35 | +41.6 | +70.9 | +51.4 DFS | +9.1 | +50.8 DFS | +2.3 |
| Filipino | 56 | -20.3 | +4.5 | -1.4 DFS | -4.9 | +7.4 DFS | +4.8 |
| Native Hawaiian/Pacific Islander | * | | | -66.6 DFS | +1.1 | -71.3 DFS | 0 |
| Hispanic/Latinx | 173 | -127.1 | 1.9 Maintain | -75.8 DFS | -3.7 | -80.8 DFS | +2.6 |
| African American/Black | * | | | -99.9 DFS | +5.1 | -104.5 DFS | +2.6 |
| White | 17 | -132.9 | -21.5 | -23.1 DS | +5.8 | -11.1 DFS | +2.3 |
| English Learners | 66 | -150.5 | +59.9 | -68.5 DFS | -10.9 | -93.4 DFS | -1.4 |
| Students w/Disabilities | 48 | -182.7 | -13.3 | -118.3 DFS | +5.1 | -127.3 DFS | +5.5 |
| Socioeconomically Disadvantaged | 148 | -125.4 | +3.3 | -73.1 DFS | -0.9 | -80.8 DFS | +3.2 |
| All Students | 301 | -81.2 | +8.7 | -32.8 DFS | -0.3 | -49.1 DFS | +2.6 |

Suspension Rate—

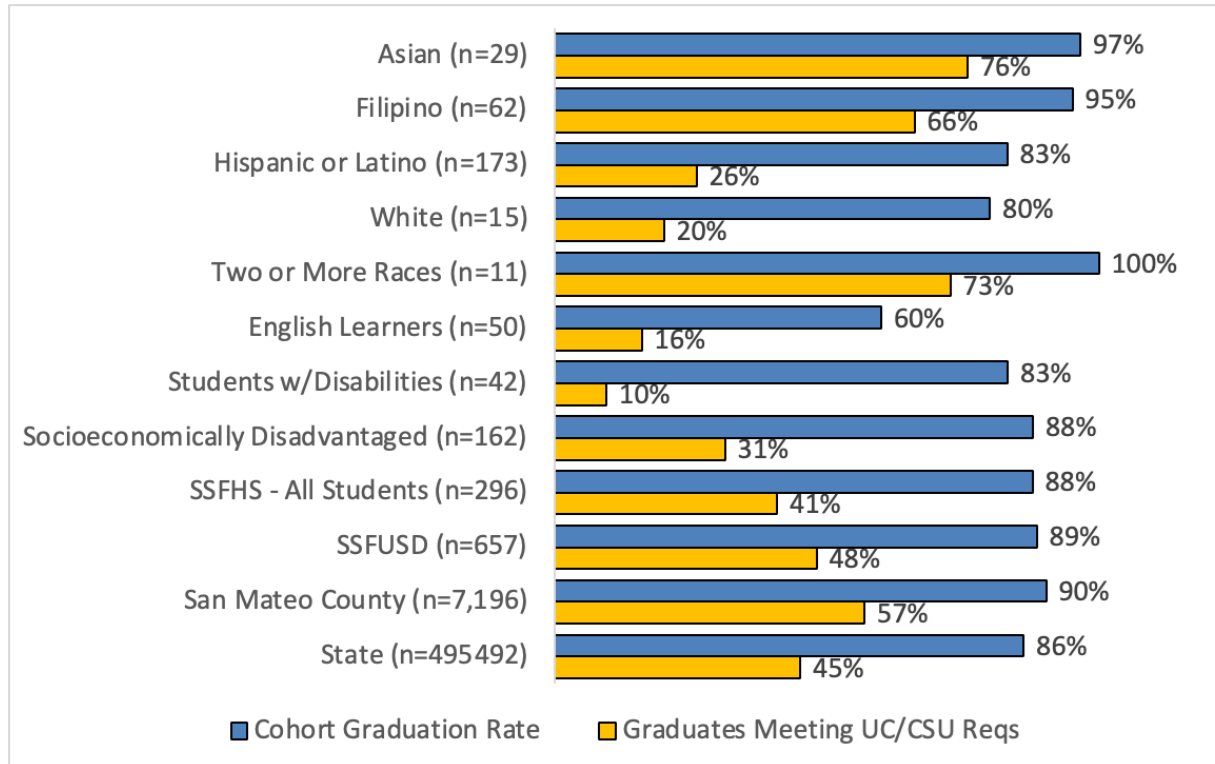
Status refers to the percentage of students in a group that are suspended at least one



| Student Group | SSFHS | | | SSFUSD | | State | |
|----------------------------------|------------|--------|--------|--------|--------|--------|--------|
| | # students | Status | Change | Status | Change | Status | Change |
| Asian | 136 | 2.2% | +1.3 | 1% | +0.3 | 1.1% | +0.2 |
| Filipino | 208 | 1.9% | +1.0 | 2.3% | +1.3 | 1.3% | +0.1 |
| Native Hawaiian/Pacific Islander | * | | | 9.5% | +6 | 4.9% | +0.4 |
| Hispanic/Latinx | 823 | 8.9% | +2.1 | 5.1% | +1.4 | 3.8% | +0.5 |
| African American/Black | * | | | 7.9% | -1.3 | 8.8% | +0.9 |
| White | 74 | 12.2% | +6.2 | 4.7% | +1.8 | 2.9% | +0.2 |
| English Learners | 305 | 11.5% | +3.1% | 4.4% | +1.7 | 3.7% | +0.5 |
| Students w/Disabilities | 206 | 16.5% | +2.9 | 6.8% | +1.8 | 5.9% | +0.5 |
| Socioeconomically Disadvantaged | 700 | 9.9% | +1.4 | 5.3% | +1.5 | 4.5% | +0.5 |
| All Students | 1338 | 7.7% | +2.2 | 3.9% | +1.3 | 3.5% | +0.4 |

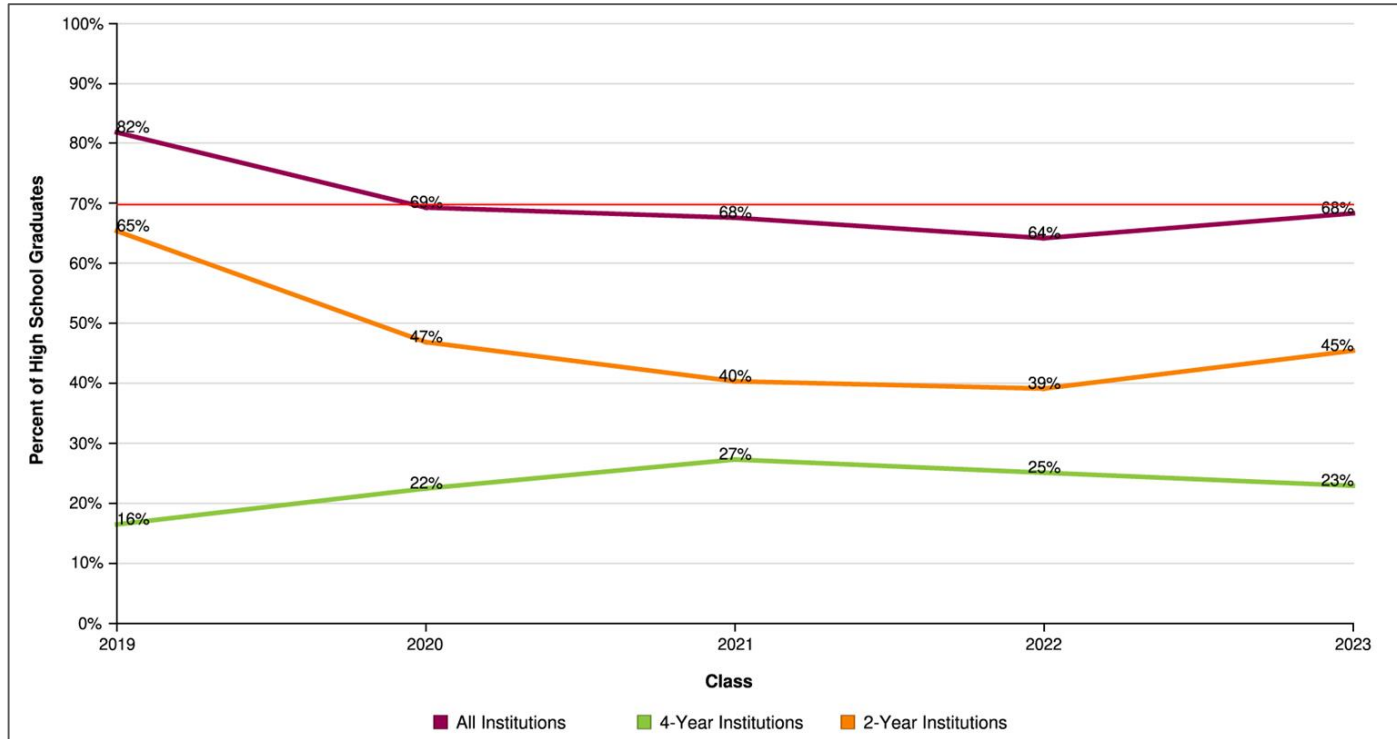
SSFHS Class of 2023

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



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, November 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 | (Fl - 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

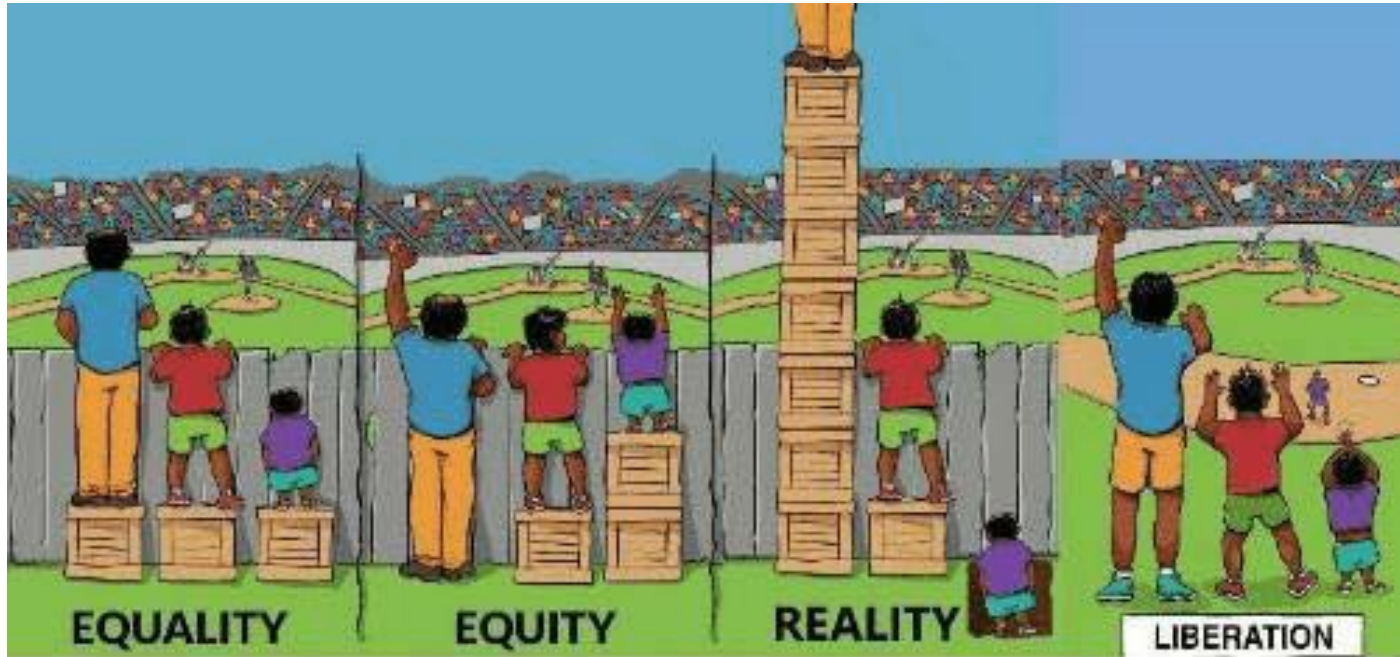


- Wellness Needs Continue to Grow Following Pandemic
- Weekly Student Assistance Program (SAP) Meetings
- Peer Helper Class Created 2023-24

Thank You To Our Outstanding SSFHS Volunteers



CREATING A CULTURE OF EQUITY



Liberation

