



South San Francisco High School

March 13, 2025



Our Strategic Plan describes our **Core Values** & the **Strategic Priorities** we will focus on to bring our **Portrait of a Graduate** to life

Core Values



Strategic
Priorities /
LCAP Goals



Portrait of a
Graduate

C

Community is our strength

A

Authentic relationships matter

R

Resilience propels us forward

E

Equity is our north star



Exceptional Instruction



Engaged Students



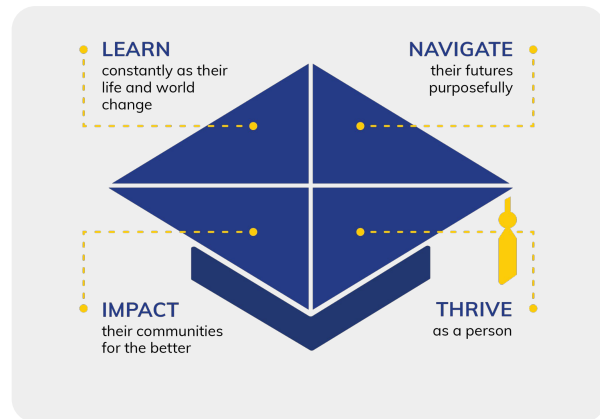
Purposeful Partnerships



Empowered Educators



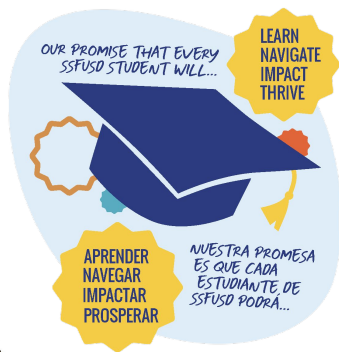
Equity-Centered Systems





As an educational community united in our commitment to equity, we work together to build relationships and ensure that every graduate has the essential academic and social-emotional skills, knowledge, and habits to:

SSFUSD's Portrait of a Graduate



GRADUATE AIM

CHARACTERISTIC

DESCRIPTION

LEARN

constantly as their life and world change

Intellectual curiosity and critical thinking
Academic excellence
Creativity and resourcefulness

- Embraces a growth mindset and love of learning by seeking understanding, asking questions, and using data and evidence
- Demonstrates mastery of all academic disciplines needed for post-secondary success
- Explores their creativity and finds new and innovative ways to solve problems

THRIVE

as a person

Self-awareness
Wellness
Real-world readiness

- Confidently embraces their identities and understands their values, intentions, and impact on others
- Lives a healthy lifestyle that promotes their physical, mental, and emotional well-being
- Uses life skills including time management, goal setting, self-discipline, motivation, and self-advocacy to navigate day-to-day responsibilities, overcome obstacles, and feel successful

NAVIGATE

their future purposefully

Career and/or college readiness
Technology skills
Financial literacy

- Understands their options after high school (education, careers, entrepreneurship), and is prepared for success in whatever path they choose
- Uses current technologies fluently to meet their needs and solve problems
- Understands the importance of money management and has the skills to make informed short and long-term financial decisions

IMPACT

their community for the better

Collaboration
Community service and engagement

- Demonstrates empathy, compassion, kindness, teamwork, effective communication, and respect to collaborate effectively toward a common goal
- Finds opportunities to support others and be involved in their communities



Board Presentation Agenda

1

School Overview

2

Data Overview

3

School Plan for Student Achievement (SPSA)
Goals & Action Plans & Other School Initiatives

4

School Culture & Portrait of a Graduate (PoG)
Initiatives

5

Parent Recognition



1. School Overview



South San Francisco High School



South City PTSA's **90th** year anniversary!
WASC **6 year** Accreditation recognition!
475 students earning college credits
19 students participating in real world Work Experience
More than **30 clubs** and activities
5 CTE Pathways with an additional being added in 2025 (EMT)
National History Day: **30** State qualifiers & **3** National titles
12 Advanced Placement Courses: **360** students taking **528** AP classes
500 Students Compete in Athletics
New teams in 24-25: Flag Football, 9th Boys Soccer, JV Volleyball
CCS Champions Football
PAL Champions in Soccer, Badminton, Baseball, FC Soccer
Playoffs: Basketball (both), Boys Soccer, Basketball(both)
2 wrestlers in CCS Finalists and qualified for state tourney
Mock Trials 20 students present cases in court
140 Future Grads
Band/ColorGuard/Percussion: 3 **1st Places** & 1 **2nd**

WASC 6 Year Accreditation

“The Commission looks forward to South San Francisco High School’s anticipated success and continuing improvement”



Accrediting Commission for Schools
Western Association of Schools and Colleges

COMMISSION MEMBERS

ODIE J. DOUGLAS, Ed.D.
Chairperson
Association of California School Administrators

LINDA NORMAN, Ed.D.
Vice Chairperson
Western Catholic Educational Association

WARD ANDRUS, Ed.D.
Association of California School Administrators

JANICE BLABER
Hawaii Government Employees' Association

MOOHAY CHOE, Ed.D.
Association of California School Administrators

KEVIN COLLINS, Ed.D.
Association of California School Administrators

CAROLINE COTA, Ed.D.
Association of California School Administrators

ELIE CRUZ
California Federation of Teachers

JEFF DAVIS, Ed.D.
California Association of Independent Schools

GREGORY DEBRYVETTER
Western Catholic Educational Association

TOBY ELMORE
California Association of Private School Organizations

MARTY FERKE
California Teachers Association

ANDREA FUKUMOTO
Hawaii State Department of Education

ANNA-LISA GEORGE
Western Catholic Educational Association

CAROL GREEN
California Congress of Parents and Teachers, Inc. (PTA)

MELISSA HANDY
Hawaii Private Teacher

MATT HANSEN
Association of Christian Schools International

GREGORY HEDGER, Ed.D.
East Asia Regional Council of Schools

ESTHER KANDELALLA
Hawaii State Department of Education

KAREN "KALENA" D. HANSEN DEL REY
Hawaii State Teachers Association

CINDY KAZANIS
California Department of Education

CHRISTINE MCCORMICK, Ed.D.
Association of California School Administrators

MONIQUE MCWAYNE
California Department of Education

ERIC MOONEY, Ed.D.
Association of California School Administrators

CHRISTOPHER OASE, D.A.
California School Boards Association

JENNIFER OWENS
Postsecondary Education

JASON SAMPLE
Charter Schools

TERESA SCHWABAUER
Western Catholic Educational Association

DAVID SCIARRETTA, Ed.D.
Charter Schools

LAURA STEFANSKI
Public Member, California

K. ERIK SWANSON, Ph.D.
Pacific Islands

BERIT VUN POHLE, Ed.D.
Pacific Union Conference of Seventh-day Adventists

LIVINGSTON (JACK) WONG
Public Member, Hawaii

CHRISTY WOOD, Ed.D.
National Lutheran School Accreditation

February 4, 2025

James Lothschutz, Principal
South San Francisco High School
400 B Street
South San Francisco, California 94080

Dear James Lothschutz:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Winter 2025 Commission Meeting. The ACS WASC Commissioners have determined South San Francisco High School (9-12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's report, and the satisfactory completion of the accreditation visit.

It is the decision of the Commission to grant six-year accreditation status through June 30, 2031 with a mid-cycle visit during the 2027-2028 school year.

South San Francisco High School is required to prepare a report for the mid-cycle visit. The report and visit should demonstrate that the school has: 1) addressed the growth areas for continuous improvement through the schoolwide action plan; 2) made appropriate progress on the implementation of the schoolwide action plan; and 3) improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon South San Francisco High School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to South San Francisco High School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Odie J. Douglas, Ed.D.
Commission Chairperson

cc: Shawnterra Moore, Jason Noll

2. Data Overview



Student Demographics



Our Total Student Body is 1284

10 Native American /Alaskan
Native

21 African American

810 Latinx

19 Pacific Islander

172 Asian

189 Filipino

63 White

179 Special Education SPED

69 SD Special Day (4+
Sp.Ed. Classes)

240 Current-EL

482 RFEP (Reclassified
Fluent English Proficiency)

53 Homeless

3 Foster

Average Daily Attendance x Student Groups

Race / Ethnicity	21-22	22-23	23-24	24-25 YTD
Native American / Alaska Native	88.8 %	92.1 %	91.4 %	89.7 %
African American / Black	73.0 %	91.9 %	94.1%	88.4%
Hispanic / Latinx	82.5 %	90.3 %	90.9 %	91.2 %
Pacific Islander	74.1 %	87.9 %	87.9 %	94.1 %
Asian	94.1 %	94.7 %	83.3 %	96.0 %
Filipino	91.8 %	94.9 %	95.0 %	96.3 %
White	85.2 %	92.6 %	91.4 %	91.4 %

Student Groups	21-22	22-23	23-24	24-25 YTD
Special Education	81.2 %	88.1 %	88.0 %	88.7 %
Socioeconomically disadvantaged	88.0%	88.5%	90.0%	90.1%
Multilingual Learners	73.1 %	89.3 %	89.6 %	89.6 %
RFEP	87.9 %	92.0 %	93.0 %	93.3 %
Homeless		82%	85.45	87.2 %
Foster	33.8 %	74.0 %	88.3 %	92.5 %

Displayed as % of total student group



Attendance x Month Last Two Years

	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Average Daily Attendance											
23-24 ADA	94.9 %	94.3 %	93.5 %	93.3 %	93.2 %	93.1 %	92.8 %	92.6 %	92.3 %	92.2 %	N/A
24-25 ADA YTD	96.1 %	95.1 %	94.3 %	93.7 %	93.4 %	93 %	92.5 %				
Chronic Absenteeism											
23-24 C.A.	19.8 %	22 %	24.8 %	21.9 %	24.3 %	23.2 %	23.3 %	24.4 %	26.5 %	26.1 %	N/A
24-25 C.A. YTD	10.9 %	13.5 %	19.0 %	24.2 %	22. %	23.2 %	24.3 %				



South San Francisco HS 2024 School Dashboard

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	N/A	Green	Blue	Orange	Orange	Yellow
English Learners	Orange	N/A	Green	Green	Red	Red	Yellow
Long-Term English Learners	Orange	N/A	Green	--	--	--	--
Foster Youth	N/A	N/A	--	N/A	--	--	N/A
Homeless	N/A	N/A	Yellow	--	--	--	--
Socioeconomically Disadvantaged	N/A	N/A	Green	Blue	Orange	Red	Yellow
Students with Disabilities	N/A	N/A	Yellow	Green	Red	Red	Yellow
African American	N/A	N/A	--	--	--	--	--
American Indian or Alaska Native	N/A	N/A	--	N/A	N/A	N/A	N/A
Asian	N/A	N/A	Green	--	Green	Yellow	--
Filipino	N/A	N/A	Yellow	Blue	Yellow	Yellow	Blue
Hispanic	N/A	N/A	Green	Blue	Orange	Red	Orange
Native Hawaiian or Pacific Islander	N/A	N/A	--	--	--	--	--
White	N/A	N/A	Yellow	--	--	--	--
Two or More Races	N/A	N/A	Green	--	--	--	--



Historical and Current Data

Grade - Data / Subject Met or exceeded	21-22	22-23	23-24	24-25 Goal
CAASPP ELA	65.35%	58.23%	60.59%	65%
CAASPP Math	25.79%	25.08%	23.66%	29%
CAST	25.42%	29.33%	34.48%	39%



2023-2024 CAASPP Results: Target Student Groups

ELA All Students 61% (+3%)

Breakdown:

51% Latinx/hisp.	10% Special Education
82% Asian	8% Curr-EL
78% Filipino	66% RFEP <i>Reclas.</i>
69% White	<i>Fluent Eng. Prof.</i>
	52% SD SocEcon Dis
	12% LTEL Long TermEL

Math All Students 24% (-1%)

Breakdown:

15% Latinx/hisp	3% Special Education
52% Asian	3% Curr-EL
30% Filipino	20% RFEP <i>Reclas.</i>
43% White	<i>Fluent Eng. Prof.</i>
	12% SD SocEcon Dis
	0% LTEL Long TermEL

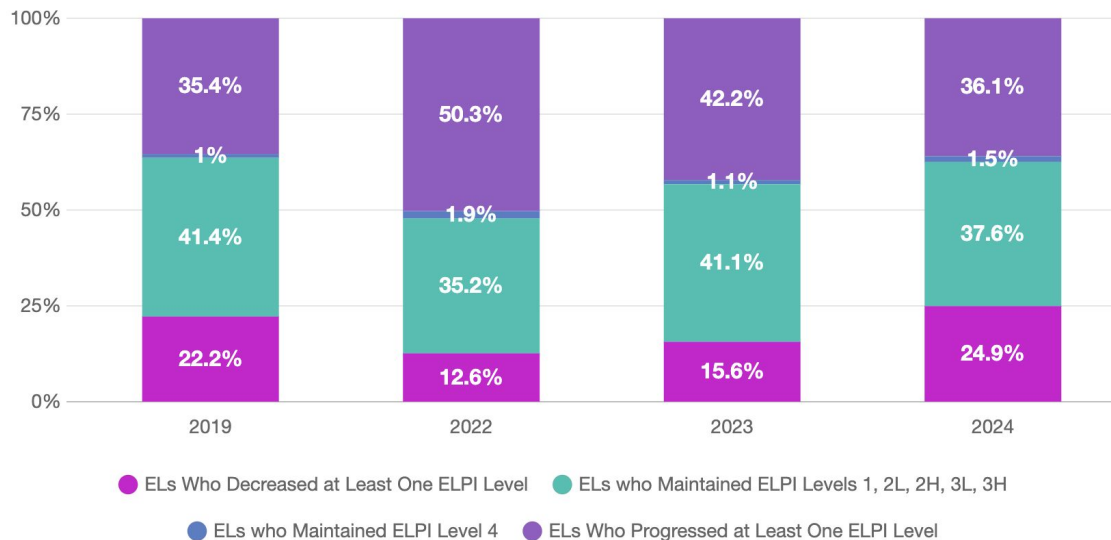


English Learner Progress (ELPI) Over Time

Student English Language Acquisition Results

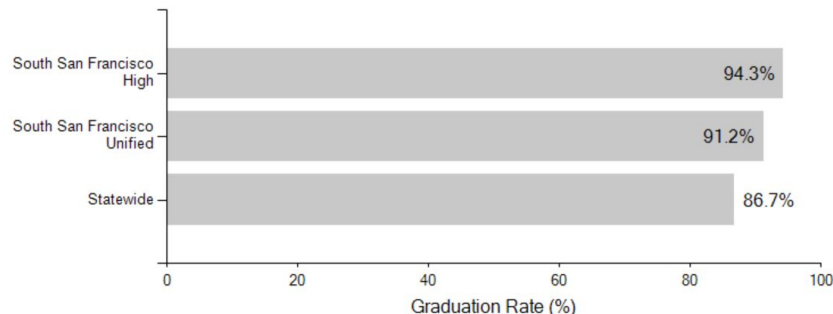
Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Graduation Rate

School Graduation Rate Compared to District and State



Graduation Rate by Student Group

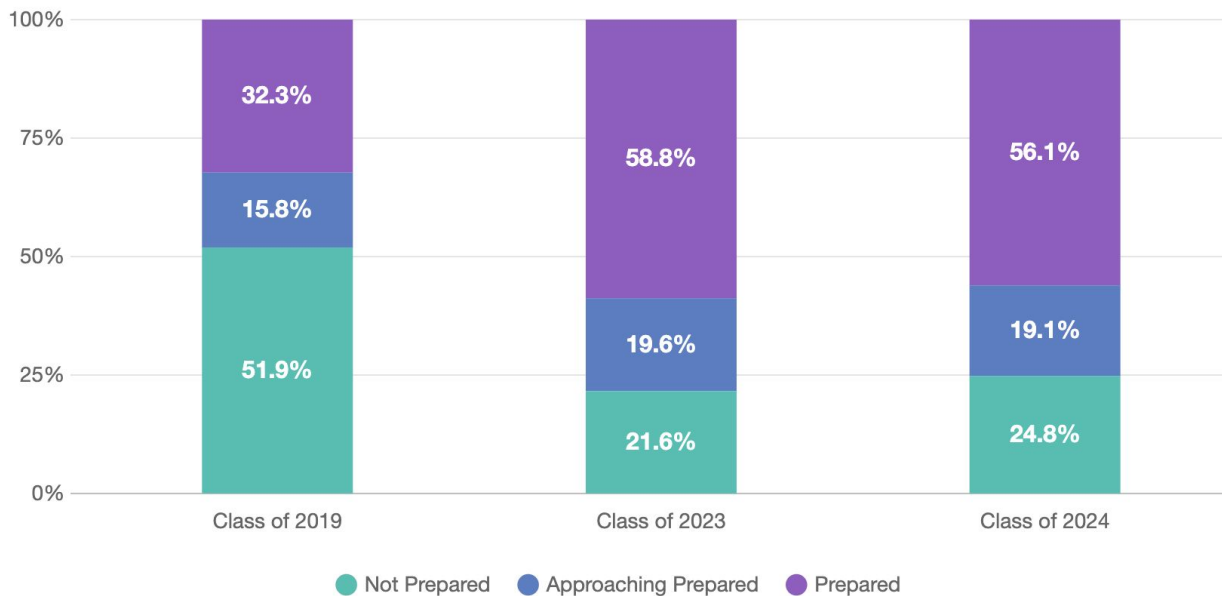
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	336	317	7	94.3%
English Learners	81	68	6	84.0%
Long-Term English Learners	37	33	1	89.2%
Homeless	16	14	1	87.5%
Socioeconomically Disadvantaged	229	214	7	93.4%
Students with Disabilities	51	48	1	94.1%
African American	5	*	0	*
Asian	37	36	0	97.3%
Filipino	57	55	0	96.5%
Hispanic	199	184	7	92.5%
Native Hawaiian or Pacific Islander	5	*	0	*
White	18	17	0	94.4%
Two or More Races	15	15	0	100.0%



College and Career Readiness - CA School Dashboard

College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



3. SPSA Goals & Action Plans



SPSA Goal #1: Improve achievement in ELA and Math

Actions

1. Curriculum Development and Alignment: Continued work on Lesson Planning and Departmental Collaboration (ELA and Math).
 2. Creation of FLEX and after school time to provide tutoring for math students.
 3. Writing, Academic Support, ERWC, and National History as English interventions.
 4. Creating EL specific FLEX Classrooms to support across all subject areas.
- ELA for all students improved 3%
 - RFEP students: 66% met or exceeded in ELA
 - 8 Math Teachers participating in IM Math Pilot
 - Math Tutoring 3x/week
 - Initiated a student peer tutoring program
 - National History Day Grades 9-11 improving English expression.
 - ERWC (Eng. Reading & Writing Curriculum).



History Day



#1 WASC Action Plan -Academic Alignment

Academic Plan Area	Action Steps	District Priorities
ACADEMIC	Align summative assessments with rubrics and standard grading across core departments	• Exceptional Instruction • Equity Centered Systems
	Implement and integrate NGSS OpSciEd curriculum with a schoolwide focus on academic English support.	• Exceptional Instruction • Equity Centered Systems
	Enhance relevance in ELA through thematic units and career exploration.	• Engaged Students • Exceptional Instruction
	Establish targeted math intervention and expand writing support during FLEX.	• Engaged Students • Exceptional Instruction • Equity Centered Systems



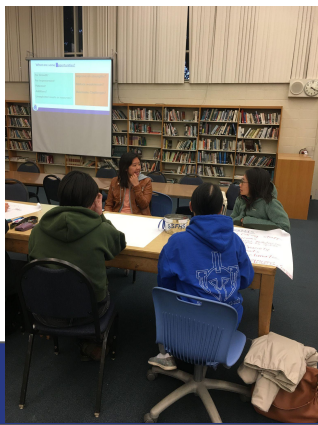
SPSA Goal #2: Professional Development

Faculty and staff will be trained in their profession in areas that will promote academic achievement of students, positive school climate, and a safe learning environment. EMPOWERED EDUCATORS.

Actions

1. Professional Development and Collaboration time of staff and faculty.
2. Professional Development Opportunities for Classified and Paraprofessional Staff
3. Professional Development for College and Career Center Technician and AVID Teachers.

- **Teachers** attended Training for BARR, AVID, ERWC, CTE, OpSciEd, BioTech, IM Imagine Math, Financial Literacy, AP Advanced Placement, Co-Teaching and more.
- **Administrative staff** attended training for Customer Service, Data Governance,
- **Counselors** attended CSU & CASC training.
- PLC met **monthly to collaborate** at grade levels to personalize T & L approaches and among departments to collaborate and align curriculum.
- ELD meets monthly



#2 WASC Action Plan - Professional Development

Academic Plan Area	Action Steps	District Priorities
Professional Development	Strengthen collaboration across departments through PLCs and equitable grading practices.	• Empowered Educators • Exceptional Instruction • Equity Centered Systems
	Provide targeted PD on instructional platforms and technology integration.	• Empowered Educators • Exceptional Instruction
	Use PLC time to implement structured “Kid Talk” sessions for student interventions.	• Equity Centered Systems • Exceptional Instruction



SPSA Goal #3:

STUDENT, PARENT, COMMUNITY ENGAGEMENT AND SCHOOL CLIMATE; PURPOSEFUL PARTNERSHIPS.

Actions

1. Implement ATS programs on our campus to foster a more positive climate and decrease the number and impact of suspensions.
2. Increase PARENT ENGAGEMENT and attendance at community and on campus events (Boosters, Guild, ELPAC, PTSA, Folklorico, Familias Tomando Accion).
3. Improve and increase opportunities for student involvement on campus.

Folklorico Parents



Sports Boosters



PTSA @ Orientation



Holiday Bazaar

[Counseling Department Website](#) (link)

Saturday Cleanup as ATS

Community Service

College Night for 12th grade students and families

Cash for College Nights for 12th graders 4x

8th Grade Family Night

Course Selection Night for grades 9-11th students and families

Orientation

Back to School Night

BARR Night

ELPAC

Folklorico Parents' Nights

Parent Education Nights (3+) e.g. Police Liaison/SRO

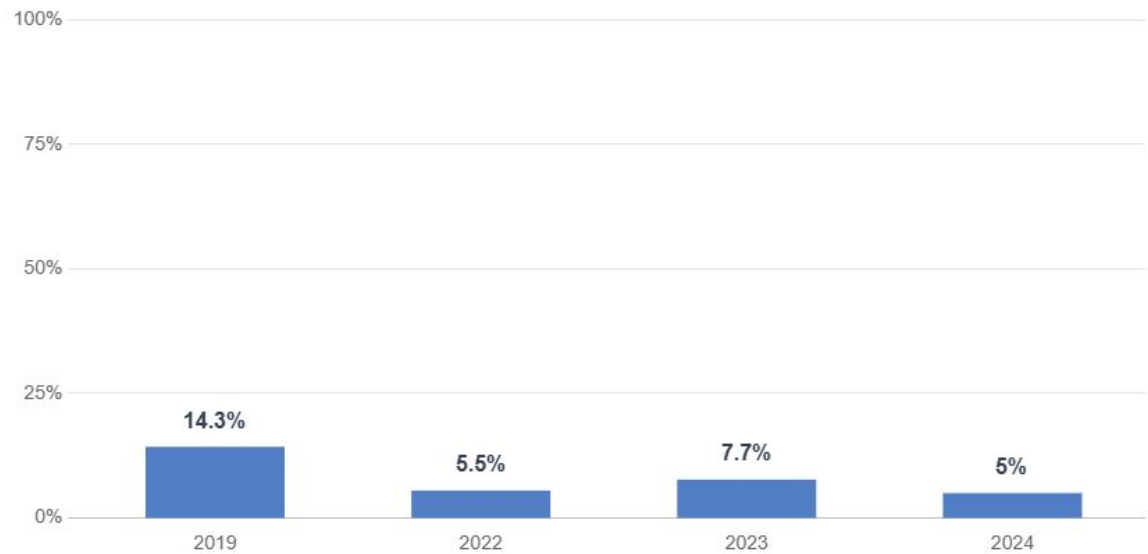


SPSA Goal #3:

- 1. Implement ATS programs on our campus to foster a more positive climate and decrease the number and impact of suspensions.

Suspension Rate By Year

Percentage of students who were suspended.



	# students suspended	Total suspension days	# students assigned ATS
Aug-Feb 2023-24	72	192	16
Aug-Feb 2024-25	38	129	41
% Change	-53%	-67%	39%

All Students

All Students State



Green

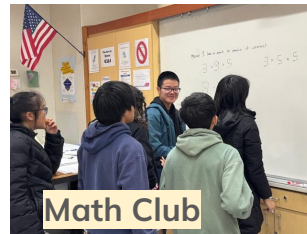
5% suspended at least one day

Declined 2.7% ↴

Number of Students: 1,343



SPSA Goal #3 Campus Activities and Clubs- Opportunities to connect THRIVE, IMPACT, NAVIGATE



ASB, Sr. Breakfast/Sunrise, Dances, Rallies, Japanese Culture, Anime, Chinese, Folklorico, Photography, Black Student Union BSA, Robotics, Interact, Int'l Travel, Islamic, Latinos con Poder, Mariachi, Dance, Gay/Straight Alliance GSA, BARR, AVID, Community Service, Night Bazaar, Haunted House, Taco Fest, Fundraisers, Animal Rescue, Art, Asian American, Craft, Culture and Community, Drama, Fil-Am, Film, Gaming, Key, Let's Taco "bout it", Mock Trial, Ready Set Code, Robotics, SC FC, SC Harmony, Students 4 Change, Women of South City & more!



#3 WASC Action Plan - Engagement & Climate



Academic Plan Area	Action Steps	District Priorities
Student, Parent, Community Engagement & School Climate 	Centralize and enhance communication through a multilingual calendar of events.	● Purposeful Partnerships ● Engaged Students ● Equity-Centered Systems
	Implement school wide Restorative Practices to improve behavior and school culture.	● Engaged Students ● Equity-Centered Systems
	Expand the Family Resource Center for attendance and truancy interventions.	● Purposeful Partnerships ● Equity-Centered Systems



Building Assets, Reducing Risks (BARR) Program: Empowered Educators

What is BARR?

- A student-centered, research-based framework fostering **academic, social, and emotional growth**. Focused on **early intervention, teacher collaboration, and equitable support systems**.

Our Achievements

-  **Early Intervention for 9th Grade Students** – Identifying and supporting at-risk students early.
-  **Consistent Teacher Collaboration** – Shared prep time for cross-disciplinary discussions.
-  **Equity-Centered Systems** – Supporting all students holistically.
-  **Empowered Educators** – Providing tools and structured processes to support student success.



Building Assets, Reducing Risks (BARR) Program

BARR is transforming our school culture—building stronger connections, improving student outcomes, and fostering collaboration at all levels!

Our Goals

-  **Strengthen 9th-grade cohorts** – Aim for **75%** of students to share the same **English, Math, and Science** teachers.
-  **Expand BARR to 10th Grade** – Strengthen **grade-level PLCs** to discuss personalized student strengths, challenges, and interventions.

Faculty Feedback & Next Steps

-  **Appreciation for structured collaboration**
-  **Request for more consistent meeting schedules** while maintaining content PLC time.
-  **Continued focus on refining intervention strategies** for student success.



SSFHS AVID

Advancement Via Individual Determination

This school year, South City's 80 AVID students have:

- taken a campus tour of UC Santa Cruz
- explored career interests
- researched summer internships and pre-college programs
- heard presentations from UC Merced, Jobs for Youth, and South City alumni
- participated in team building activities across grade levels
- seniors mentored freshmen through researching colleges to create brochures and present a college fair for other AVID students
- all while continuing to refine study skills such as note-taking, organization, and time-management

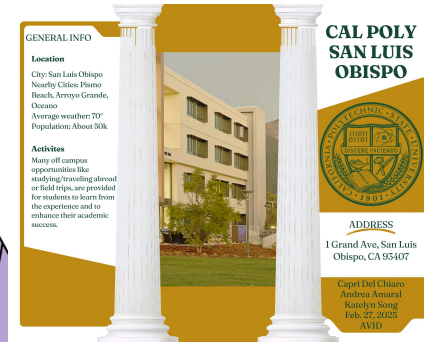
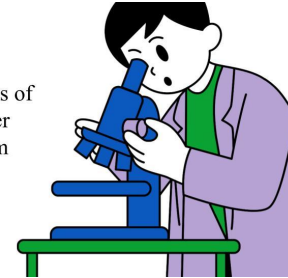


UCSF PITCH Internship Program

By: Mayra Ascencio

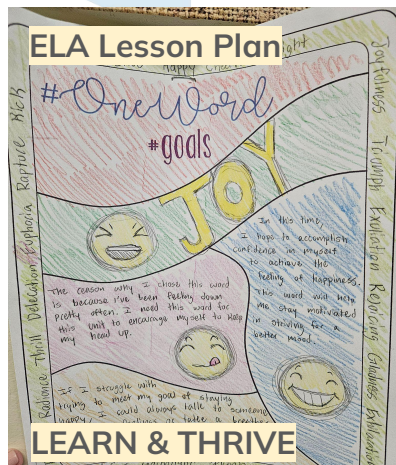
Stanford Institutes of Medicine Summer Research Program

By: Rosa Ruiz



4. School Culture & Portrait of Graduate (PoG) Initiatives

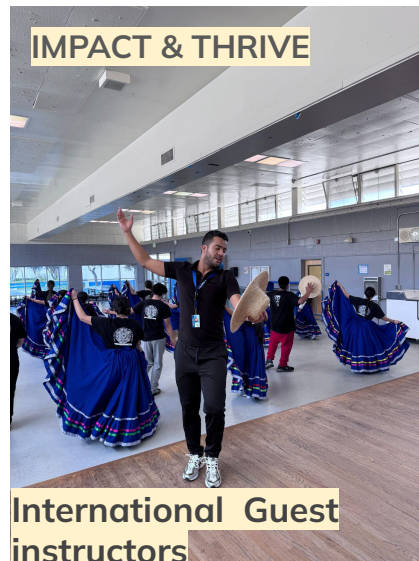
Earth Club Cleanup IMPACT



Guest Speakers: (Impacting the larger community)
 Italian Club Bocce Ball with SSF Italian Am. Citizen Club
 Daniela Mazza, Director of Ed. Italian Consulate
 Loris Giuriatta, Italian Author and Educator
 Colombian Guest Artist Kevin Gutierrez Cañas, Folklorico
 Mexican Guest Artist (April)

[Counseling Department Website \(Link\)](#)
[SSFHS Work Experience website \(Link\)](#)

Workability program for Students with Disabilities.



International Guest instructors

CASH FOR COLLEGE NIGHT

SSFUSD is hosting multiple workshops for financial aid for college. Financial advisors will review steps to completing the FAFSA or California Dream Act Application and help assist you in completing the application!

Sign up for any of the dates at either school [HERE!](#)
 Translators and Childcare will be provided

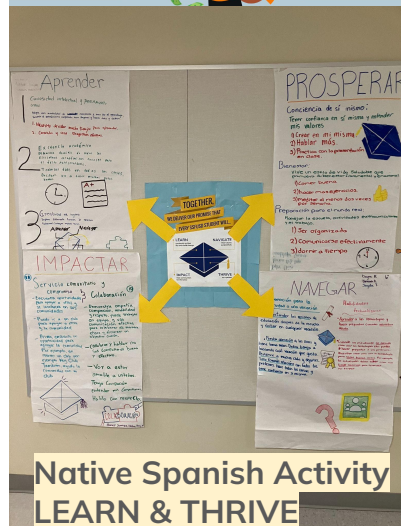
1st Session:	3rd Session:
Jan. 14, 2025	February 18, 2025
Time: 6:00-8:00pm	Time: 6:00-8:00pm
Location: Library-South City HS 400 B Street, SSF	Location: Library-South City HS 400 B Street, SSF

2nd Session:
 February 4, 2025
 Time: 6:00-8:00pm
 Location: Library-El Camino HS 1320 Mission Rd. SSF

4th Session:
 February 26, 2025
 Time: 6:00-8:00pm
 Location: Library-El Camino HS 1320 Mission Rd. SSF

Please make sure you have an FSA ID ready before attending the FAFSA workshop, click [here](#) to create one

Navigate



Native Spanish Activity
 LEARN & THRIVE



Recognition of Parent Volunteers

Dee Scharff-Popielak, PTSA

Lincoln Chew, Sports Boosters Created the “World Famous Teryiaki Bowl

Richard Yee, Sports Boosters Created the “World Famous Teryiaki Bowl

Ray Parenti, Sports Boosters Created the “World Famous Teryiaki Bowl

Karina Perez, Familias Tomando Accion

Edith Arias, Founded Familias Tomando Accion

Leading the pledge of allegiance: Jaimelyn Ochoa.





Thank you!

