

South San Francisco High School

Strives to Create a Safe, Respectful, and Welcoming Learning Environment

Presentation to SSFUSD School Board
January 22 , 2026
Principal Shari Balisi



Board Presentation Agenda

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School Overview

2

Data Overview

3

School Culture and Portrait of a Graduate
(POG)

4

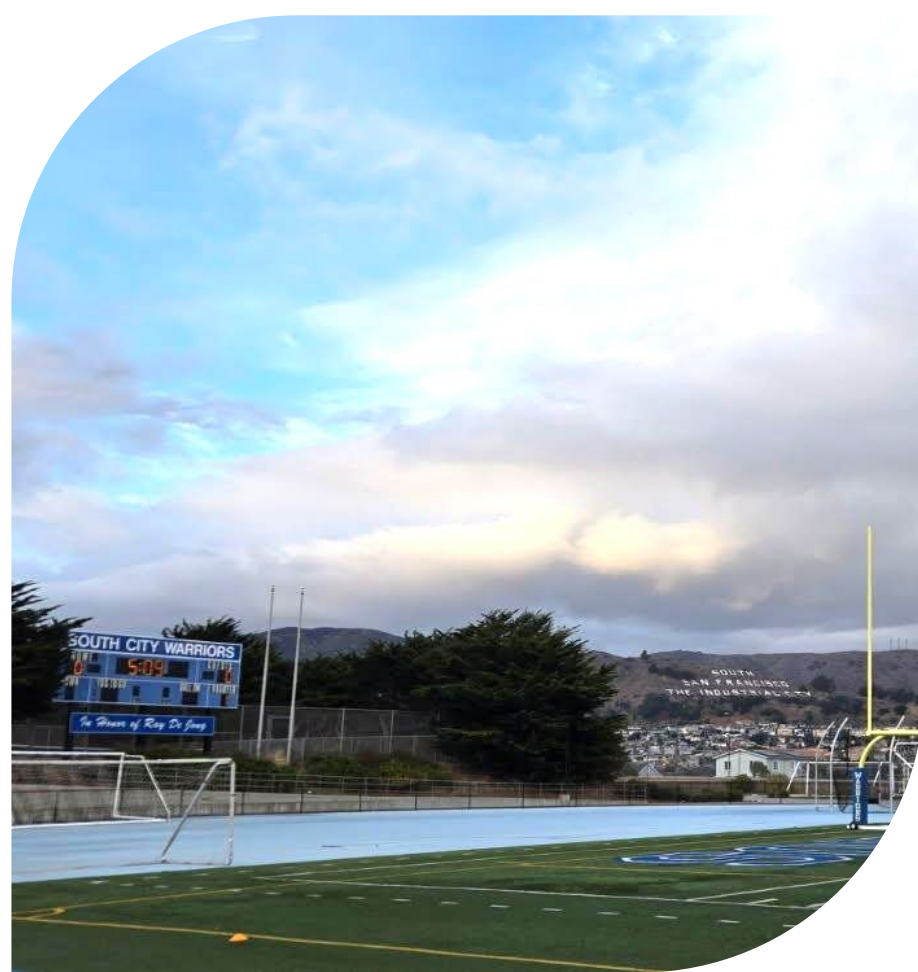
ASB President and PTSA President

5

Outstanding School Volunteers



1. School Overview



Who is South City?



South San Francisco High School's Vision Statement:

"South San Francisco High School 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."



2. Data Overview



Who is South City?

The Data

Ethnicity	Fall 2025	2025 - %
Total	1,233	100.00%
Hispanic or Latino	765	62.04%
Asian	339	27.49%
White	46	3.73%
Two or More Races	46	3.73%
Pacific Islander	15	1.22%
African American	14	1.14%
American Indian or Alaska Native	8	0.65%



Who is South City?

The Data

Student Populations	Fall 2025	2025 - %
Total	1,233	100.00%
Students with IEPs	193	15.65%
ML Students	231	18.73%
LTEL Students	116	9.41%
ML Students and Students with IEPs	51	4.14%
Foster Youth	1	0.08%
Homeless	53	4.30%
Socioeconomically Disadvantaged	614	49.80%



Average Daily Attendance x Student Groups

Race / Ethnicity	22-23	23-24	24-25	25-26 YTD
Native People	89.8%	92.1%	92.0%	89.6%
African American	92.7%	92.8%	86.2%	91.5%
Latinx	90.3%	90.9%	90.3%	91.2%
Pacific Islander	84.6%	87.0%	89.4%	89.7%
Asian (includes Filipino)	95.2%	95.4%	95.3%	93.6%
White	92.6%	91.3%	90.4	90.6%
2+ Races	92.9	94.1%	92.6%	93.7%

Student Groups	22-23	23-24	24-25	25-26 YTD
Special Education	88.1%	88.0%	87.7%	89.7%
Curr-EL	89.3%	89.6%	88.5%	88.1%
RFEP	92.0%	93.0%	92.6%	93.9
Homeless	82%	85.4%	85.1%	82.4
Foster	74.0%	88.3%	62.9%	93.4%

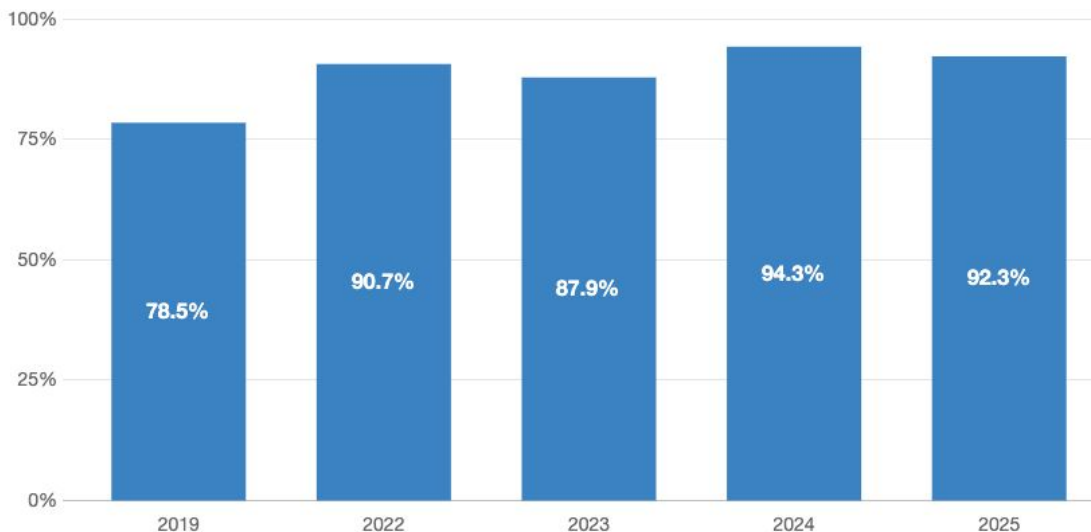
Attendance x Month Last Two Years

Average Daily Attendance											
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
24-25 ADA	96.1%	95.1%	94.3%	93.7%	93.4%	93.0%	92.4%	92.1%	91.8%	91.7%	N/A
25-26 ADA YTD	95.4%	94.3%	93.4%	92.9%	92.6%	92.6%	TBD	TBD	TBD	TBD	N/A
Chronic Absenteeism											
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
24-25 C.A.	10.9%	13.5%	19.0%	24.2%	22.0%	22.9%	24.1%	24.6%	27.0%	26.8%	N/A
25-26 C.A. YTD	12.4%	16.7%	21.0%	22.5%	23.8%	24.1%	TBD	TBD	TBD	TBD	N/A

Graduation Rate Trending Increase

Graduation Rate By Year

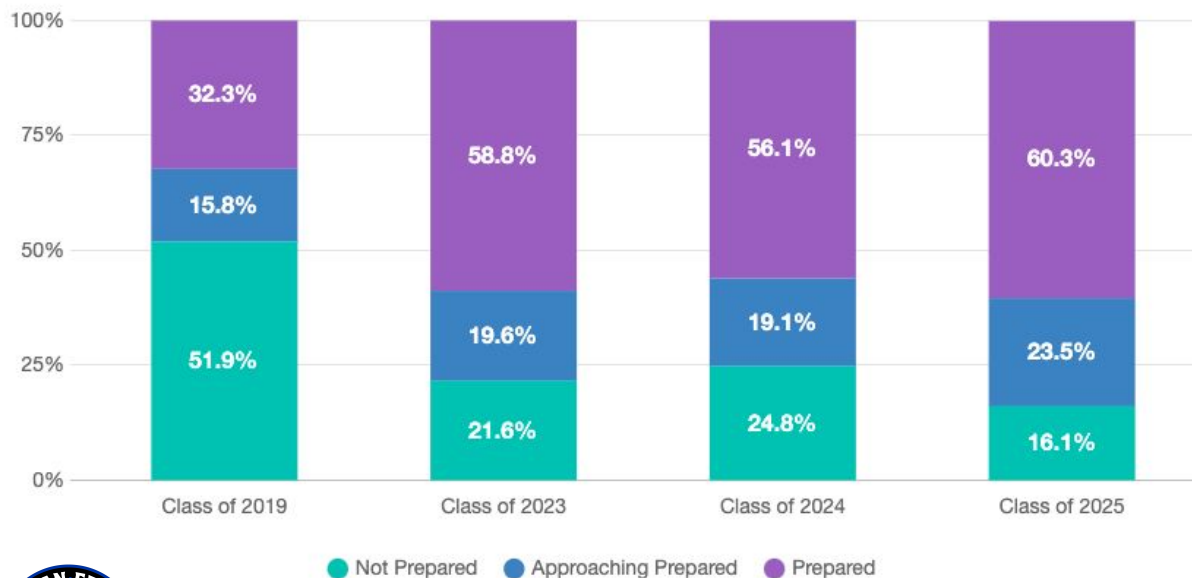
Percentage of students who received a high school diploma within four or five years of entering ninth grade



Increase College & Career Preparation

College/Career

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



All Students

All Students

State


Green

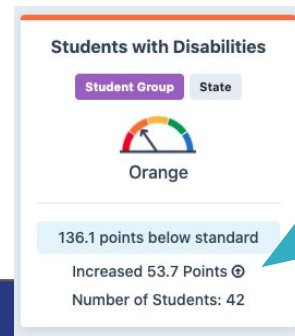
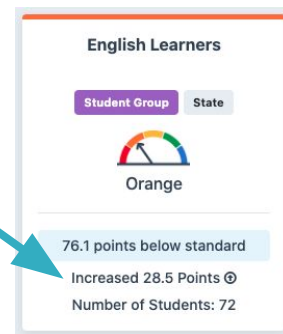
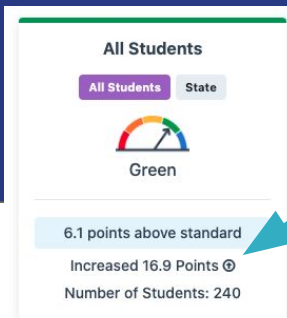
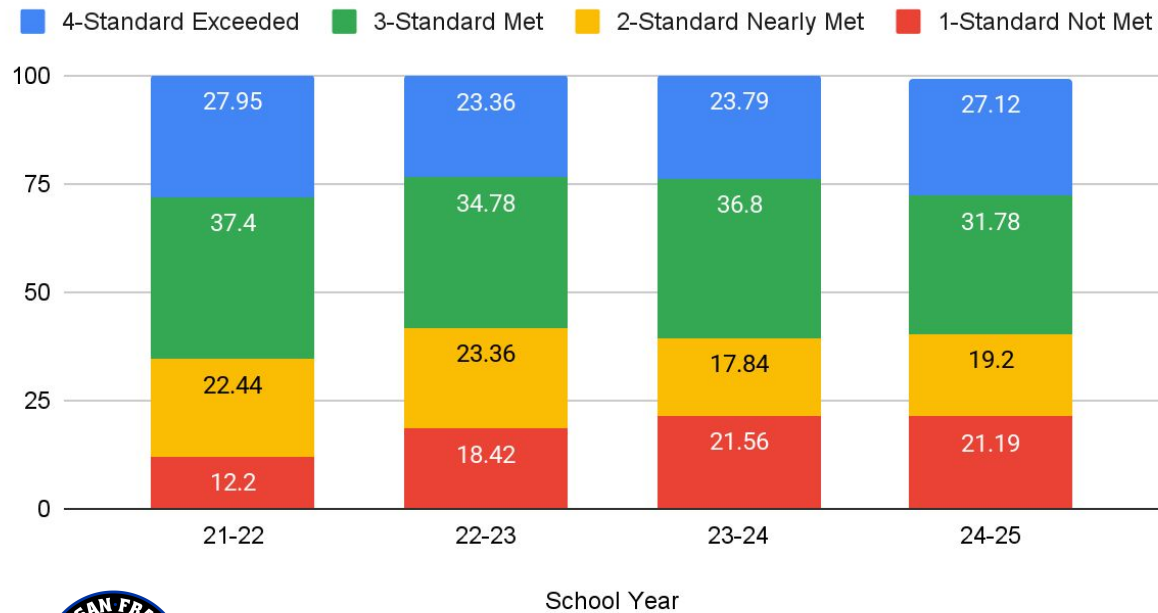
Prepared 60.3%

Increased 3% ⬆

Number of Students: 310

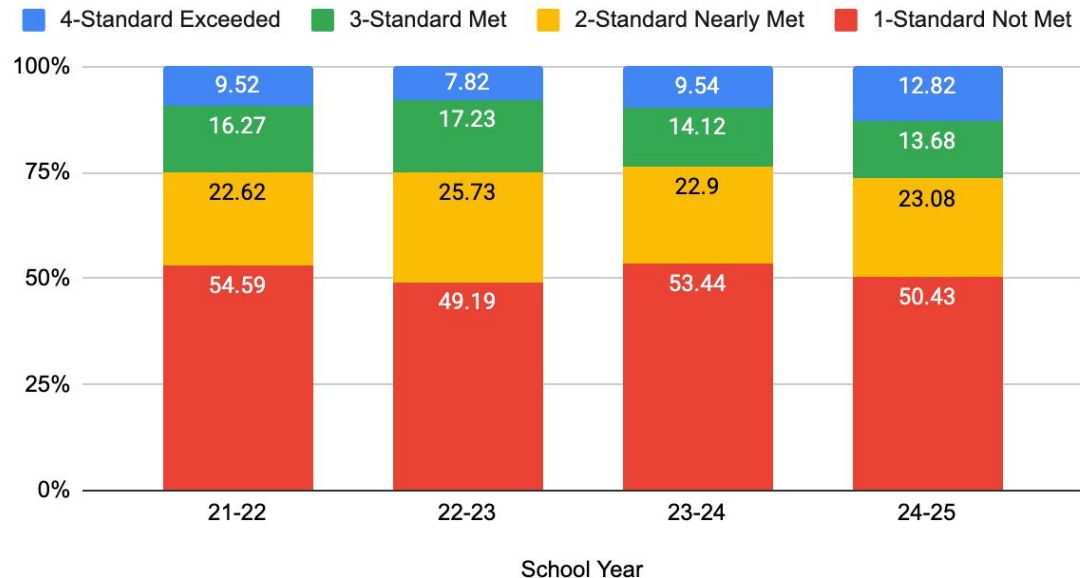
2025 Increase English Language Arts Scores

SSFHS English Language Arts CAASPP Summative Results



2025 Increase Mathematics Scores

SSFHS Mathematics CASSPP Summative Results



All Students

All Students State



Yellow

88 points below standard

Increased 20.2 Points Ⓢ

Number of Students: 240

English Learners

Student Group State



Orange

185.1 points below standard

Increased 8.2 Points Ⓢ

Number of Students: 73

Students with Disabilities

Student Group State



Orange

230.8 points below standard

Increased 12 Points Ⓢ

Number of Students: 42



2025 Met or Exceeded Standard Disaggregated by Student Groups

ELA Total 58.90%, **Breakdown:**

44.28% Latinx

93.55% Asian

76.48% Filipino

66.67% White

17.65% Special Education

12.20% Curr-EL

68.94% RFEP

50.43% SD

Math Total 26.50%, **Breakdown:**

13.24% Latinx

70.97% Asian

37.15% Filipino

18.75% White

3.13% Special Education

2.56% Curr-EL

23.53% RFEP

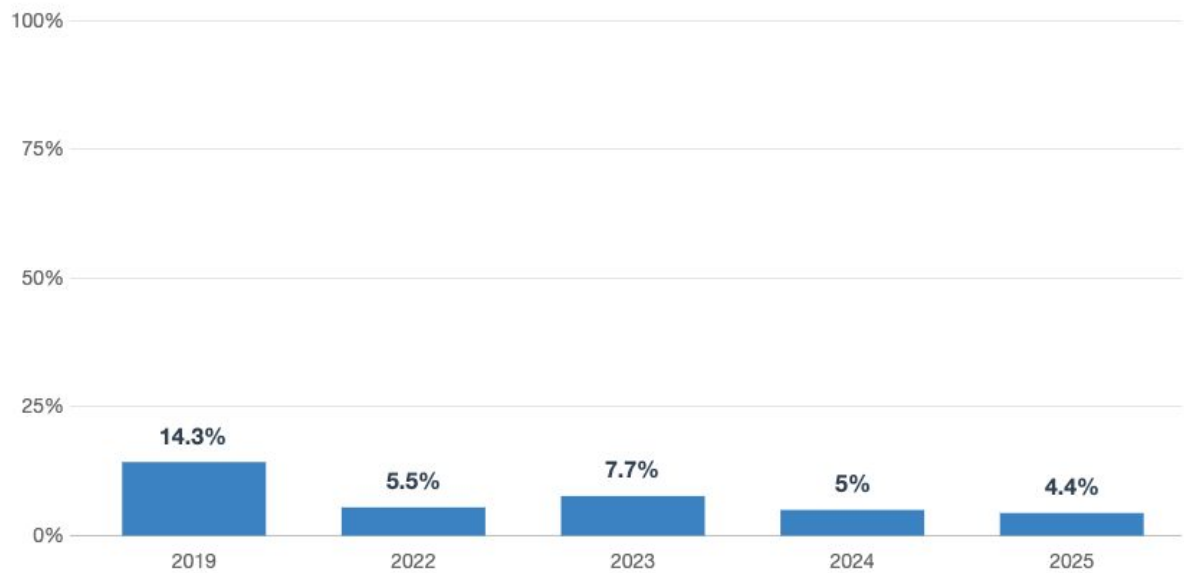
16.81% SD



Decline in Suspension Rate

Suspension Rate By Year

Percentage of students who were suspended.



All Students

All Students

State

Green

4.4% suspended at least one day

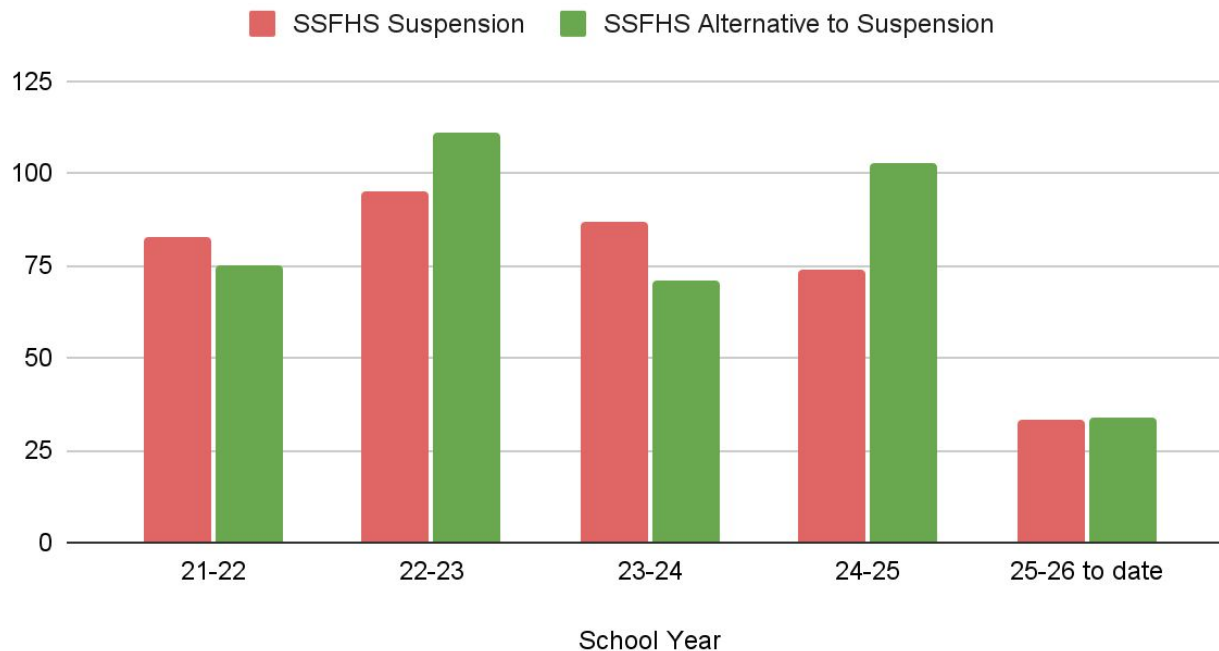
Declined 0.6% ↕

Number of Students: 1,307



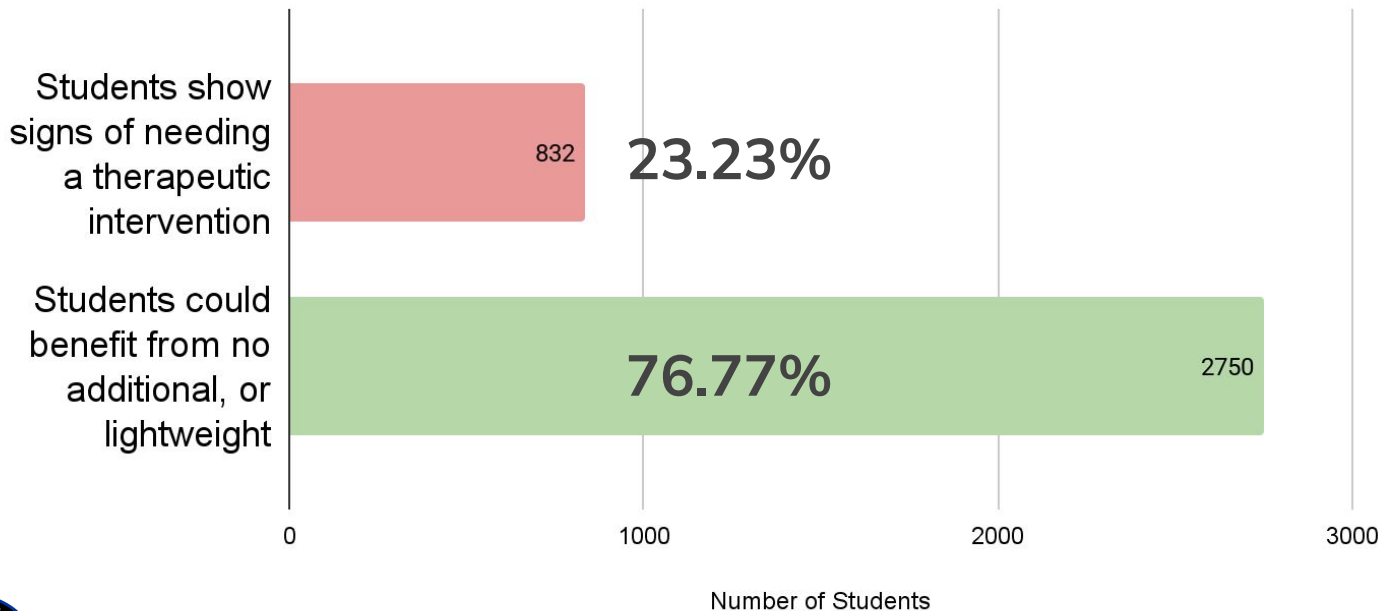
Increase in the Use of Alternative to Suspension

Use of Suspension & Alternative to Suspension



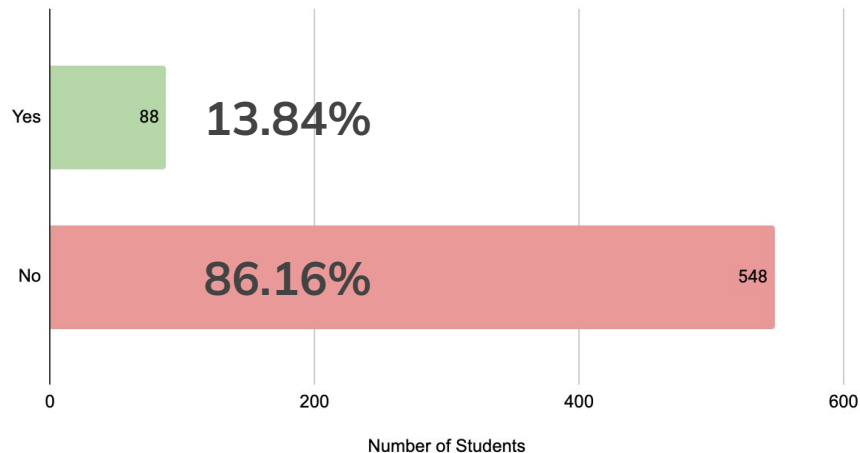
Universal Screener Results 2025-2026

Daybreak Universal Screener

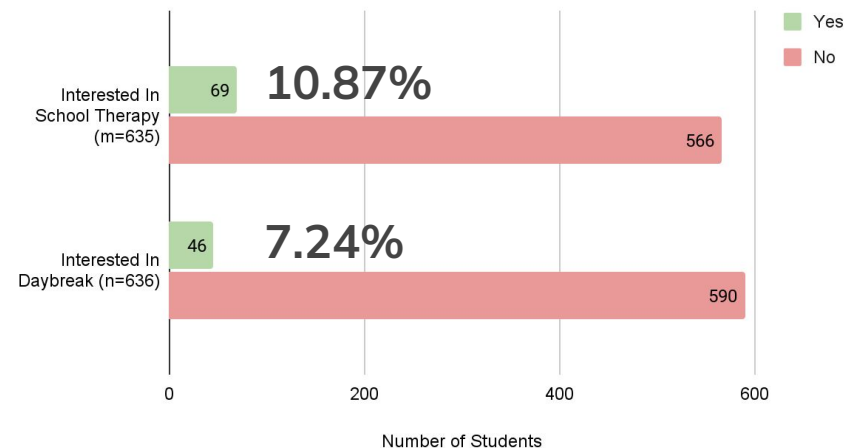


Universal Screener Results 2025-2026

Students Interested In School Therapy or Daybreak



Students Interested in Support



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

OUR PROMISE THAT EVERY
SSFUSD STUDENT WILL...

LEARN
NAVIGATE
IMPACT
THRIVE



APRENDER
NAVEGAR
IMPACTAR
PROSPERAR

NUESTRA PROMESA
ES QUE CADA
ESTUDIANTE DE
SSFUSD PODRÁ...



Who is South City?

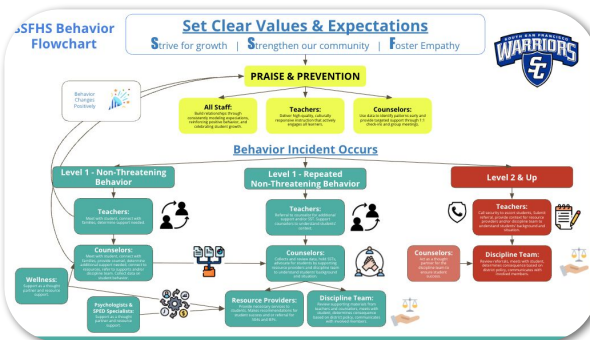
Building School Culture

How are you working to build school culture? How is it going?

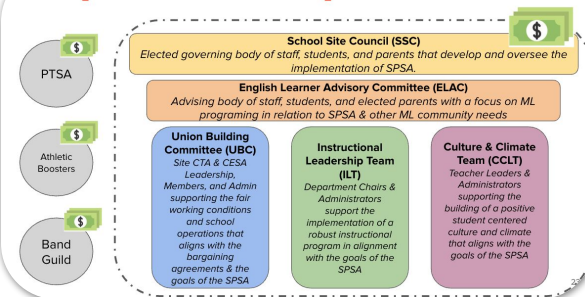
SSF Values & Expectations



- **Strive for Growth**
 - Build Literacy & Critical Thinking
 - Set high expectations and aim for academic success
 - Commit to learning with curiosity, effort, and purpose
- **Strengthen Our Community**
 - Create a safe, respectful, and welcoming learning environment
 - Collaborate and Communicate with Parents, Families, and Community Partners
 - Consistent Enforcement/Accountability
- **Foster Empathy**
 - Create Systems for Targeted Student Support (Academic/Mental)
 - Create Opportunities for Celebration and Connection to improve Staff Morale/Support
 - Incorporate Culturally Relevant Teaching
 - Seek to understand others' needs and perspective.



Full Expansion of Site Leadership 26-27



Redefining Vision & Values

Redefining use of Punitive Punishments and Focus on Restorative Process

Redefining Leadership Teams



Who is South City?

Redefining Vision & Values

Input from:

- Spring 2024-2025 Admin Council Meeting
- 2024-2025 SWOT Analysis
- ELAC Parent Meeting Feedback
- Aug 2025 Staff Survey
- Fall 2025 ILT Walkthrough Observations and Data
- Fall 2025 Student Fishbowl
- Nov 2025 Admin Council and ILT Priorities
- Nov 2025 Full Staff Survey



- **Strive for Growth**

- **Build Literacy & Critical Thinking**
- Set high expectations and aim for academic success
- Commit to learning with curiosity, effort, and purpose

- **Strengthen Our Community**

- **Create a safe, respectful, and welcoming learning environment**
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Who is South City?

LEARN constantly as their life and world change

Strive for Growth

- Build Literacy & Critical Thinking
- Set high expectations and aim for academic success
- Commit to learning with curiosity, effort, and purpose

Strengthen Our Community

- Create a safe, respectful, and welcoming learning environment

Foster Empathy

- Create Systems for Targeted Student Support (Academic/Mental)
- Incorporate Culturally Relevant Teaching

THRIVE as a person

Strive for Growth

- Set high expectations and aim for academic success

Foster Empathy

- Create Opportunities for Celebration and Connection to improve Staff Morale/Support
- Incorporate Culturally Relevant Teaching
- Seek to understand others' needs and perspective

Alignment to SSUSD POG

NAVIGATE their future purposefully

• Strive for Growth

- Commit to learning with curiosity, effort, and purpose

• Foster Empathy

- Create Systems for Targeted Student Support (Academic/Mental)
- Create Opportunities for Celebration and Connection to improve Staff Morale/Support
- Seek to understand others' needs and perspective

IMPACT their community for the better

• Strive for Growth

- Commit to learning with curiosity, effort, and purpose

• Strengthen Our Community

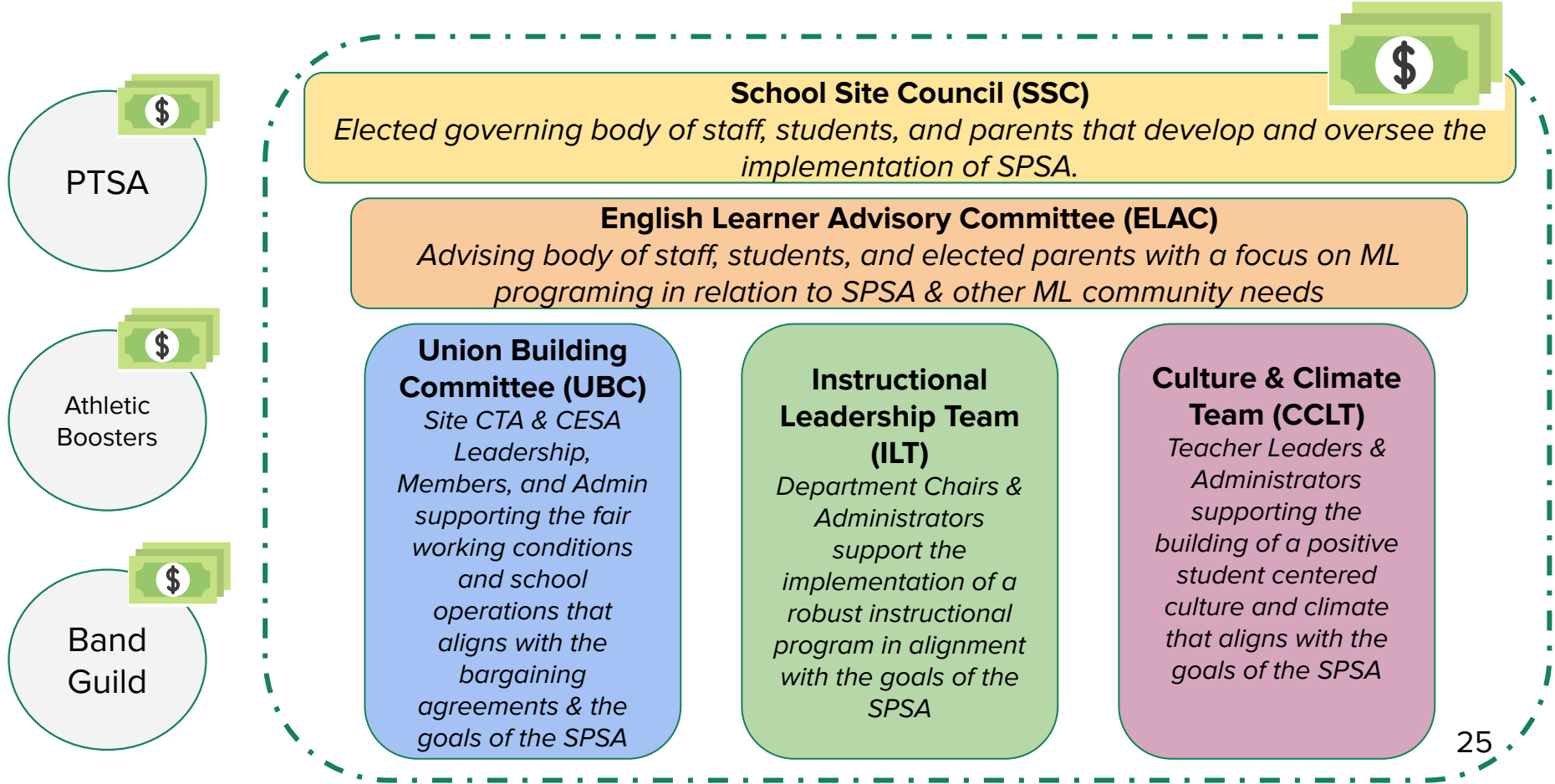
- Collaborate and Communicate with Parents, Families, and Community Partners

• Foster Empathy

- Create Opportunities for Celebration and Connection to improve Staff Morale/Support
- Seek to understand others' needs and perspective



Full Expansion of Site Leadership 26-27



Who is South City?

The Gems

- 9 CTE Pathways
 - Biotechnology, Computer Science, Construction, Culinary, Emergency Response Systems, Folklorico, Photography, Video Art
- Business & Entrepreneurship (To be added in 26-27)
- AVID Program
- BARR houses in 9th grade (English, Science, Math)
- Middle College
- LTELLS - Designated classes and Counselor
- AP & Honors classes open all
 - 14 AP Classes and 7 Honors Classes
- Peer Leaders Program
- Work Experience, Exploratory Work Experience, and Career Technical Work Experience Program
- Co-taught Special Education Classes (English, Math, Science, and Video Art)



Bringing the PoG to Life

- Student Leaders- Student Government , Athletes and Clubs
- Folklorico, Color Guard, Band, Drama
- National History Day
- College and Career Night
- Cultural Day

As a multicultural 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:

GRADUATE AIM	CHARACTERISTIC	DESCRIPTION
LEARN constantly be 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 • Expresses their creativity and finds new and innovative ways to solve problems
THRIVE on a person	Self-awareness Wellness Real-world readiness	• Confidently embraces their identities and understands their values, intentions, and impact on others • Uses 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-reflection 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 including careers, apprenticeships, and is prepared for success in whatever path they choose • 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 common goals • Finds opportunities to support others and be involved in their communities

4. PTSA President and ASB President



PTSA President Stephanie Tejeda



ASB President Jamie Lynn Ochoa



Thank You

TO OUR OUTSTANDING SSFHS VOLUNTEERS



Your support inspires us to grow and keep giving our best every day.

Stephanie Tejada *(PTSA President)*

Celeste Wong *(PTSA Board Member)*

Lincoln Chew *(PTSA and Sports Booster)*

Alicia Huerta & Adriana Torres *(Folklorico Parent Volunteers)*

Oliver Guevarra & Melissa Jong-Yip *(Band Booster Volunteers)*



Thank you!

