South San Francisco High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	South San Francisco High School
Street	400 B Street, South San Francisco, CA 94080-4423
City, State, Zip	South San Francisco, CA 94080
Phone Number	650.877.8754
Principal	Dr. James Lothschutz
Email Address	jlothschutz@ssfusd.org
School Website	southcity.ssfusd.org/
Grade Span	9-12
County-District-School (CDS) Code	41690704137279

2025-26 District Contact Information

District Name	South San Francisco Unified School District
Phone Number	650.877.8700
Superintendent	Shawnterra Moore, Ed.D.
Email Address	smoore@ssfusd.org
District Website	ssfusd.org/

2025-26 School Description and Mission Statement

South San Francisco Unified School District serves a diverse multicultural community with nine elementary schools, three middle schools and three high schools - one of which is a continuation high school/adult education school. The elementary schools serve Kindergarten-5th graders; the middle schools serve 6th-8th graders; and the high schools serve 9th-12th graders. These schools are located in the cities of Daly City, San Bruno, and South San Francisco.

South San Francisco High School (SSFHS), located in the city of South San Francisco, is a comprehensive public high school with an ethnically, culturally, and socioeconomically diverse population. The school has maintained a strong presence in the city since opening in 1913 at a different location. The current site, located at 400 B Street, was built in 1950. The school has 72

2025-26 School Description and Mission Statement

teaching stations. There are ten (10) buildings, two gyms, Learning Instruction Center - also referred as the library, two computer lab rooms, an auditorium, cafeteria/multipurpose room, locker rooms, and administration offices). It is located in a small residential area of the city of South San Francisco. The school reflects the ethnic and racial diversity of the San Francisco Bay Area.

With over 100 years of existence, South San Francisco High School (SSFHS) preserves the traditions of the school. The SSFHS campus has grown and gone through many physical changes. New or renovated facilities include the following:

2014 Renovated Track and Football Field Ribbon Cutting
2015 20 Newly built classrooms (F, G, H Wings)
2015 Removal of Temporary Portables along the fence line by El Camino Real
2016 A new 8,000 sq. ft. biotechnology science building known as the "Science Garage" funded entirely by Genentech and donated to the District in 2017.
2017 Refinished tennis courts
2018 Renovated Swimming Pool with 8 lanes, offering opportunities for competitive water polo athletics
2019-20 In spring 2020, the school completed the construction of the new softball and baseball diamonds.
2022-23 The school did a renovation on the faculty lounge to create an additional serving area for students to receive their lunches

South San Francisco High School offers a rigorous academic program, which includes 15 Advanced Placement Courses and six (6) Honors courses. Advanced Placement courses are offered in English, Math, Science, Social Science, World Language and Computer Science. The school also offers six Honors courses in English, Math, Social Science and Science. South San Francisco High School offers one approved CTE pathway: this pathway is in Arts, Media, and Entertainment, with course offerings that include Photography, Digital Photography, Video Art, Web Page Design, and Ballet Folklorico. Other CTE pathways that are in the developmental stages are Construction Trades and Hospitality.

In addition to the core subject areas, students are able to choose from a wide variety of elective classes. South San Francisco High School has strong elective classes in Visual and Performing Arts, such as Dance, Art, Ceramics, Drama, and Music. Other electives include World Languages, Classic and Digital Photography, various Science, Math and Social Science courses beyond the minimum requirement for graduation. SSFHS offers four sections of AVID - one section in grade levels 9, 10, 11 and 12. The AVID program at SSFHS was designated Highly Certified in 2017-2018. The courses are designed to assist students in meeting the rigorous requirements for acceptance to four-year universities.

There are many co-curricular and extra-curricular activities in which students can get involved. There are over 30 clubs (community service, hobbies/ interests, and cultural identity clubs) and 26 athletic teams on campus. Additionally, there are many opportunities for parents to get involved.

South San Francisco High School is a vibrant, diverse, and inclusive school community. It offers a full Newcomers' program for students who have recently arrived to the United States and provides English Language Development classes for English Language Learners (ELL) to matriculate through their years on South San Francisco High School's campus. It also has many courses that are co-taught with General Education Teachers and Education Specialists. Additionally, there are courses for Academic Support, Academic Instruction, Life Skills, and Moderate/Severe classes for students with special needs. South San Francisco High School also houses the San Mateo County of Education (SMCOE) Special Education program specifically for students with severe disabilities. SSFHS continuously strives to be an inclusive and welcoming school community for all students.

South San Francisco High School has received state and national rankings. In regards to State rankings, SSFHS was selected by Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE) as one of 1,866 public schools in California to receive the title of 2016 California Star Honor Roll School. The Honor Roll is part of a national effort to identify higher-performing schools and highlight successful practices that improve outcomes for students. Schools receiving this distinction have demonstrated consistent high levels of student academic achievement, improvement in achievement levels over time, and reduction in achievement gaps among student populations. For high schools, the Honor Roll recognition also includes measures of college readiness. In regards to National rankings, the U.S. News 2017 list of Best High Schools examines data about more than 22,000 public high schools in 50 states and the District of Columbia. The top 6,041 public high schools are awarded gold, silver, or bronze medals based on their performance on state assessments and how well they prepared students for college. For the Class of 2017, data was retrieved from the students' performance on the CAASPP testing. South San Francisco High School earned a silver medal and was ranked #2,519, ahead of approximately 60% of those top 6,041 schools awarded, which makes South San Francisco High School ranked in the top 10% National Rankings of all public high schools in the United States.

For the 2021-2022 year, South San Francisco High School adopted a new 7-period modified block schedule. The 5 day weekly

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schedule will include two days of even periods (2, 4, 6) and two days of odd periods (1, 3, 5, 7). These days include 87-minute blocks for each class. One day a week, students will have all 7 classes and they will be 47-minutes per period. Built into the two even period block days are FLEX periods in which students can choose classrooms to go to for tutoring, make-up tests, work on homework, or attend meetings (ie Student Senate). On four day weeks, the 7-period day will not occur.

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."

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	326
Grade 10	343
Grade 11	266
Grade 12	304
Total Enrollment	1,239

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.3
Asian	10.5
Black or African American	1.3
Filipino	15.3
Hispanic or Latino	62.7
Native Hawaiian or Pacific Islander	1.2
Two or More Races	3.8
White	4.8
English Learners	20.5
Foster Youth	0.1
Homeless	4.3
Migrant	0.4
Socioeconomically Disadvantaged	49.6
Students with Disabilities	14.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	55.4	82.06	364.5	83.29	234405.2	84
Intern Credential Holders Properly Assigned	0.8	1.18	8.1	1.86	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.5	6.75	20.1	4.61	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	3.3	0.77	11953.1	4.28
Unknown/Incomplete/NA	6.7	9.99	41.4	9.47	15831.9	5.67
Total Teaching Positions	67.6	100	437.6	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	56.4	83.18	366.3	86.19	231142.4	83.24
Intern Credential Holders Properly Assigned	2.7	4.11	10.3	2.44	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7	10.38	43.2	10.18	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	1.56	4.5	1.06	11746.9	4.23
Unknown/Incomplete/NA	0.5	0.74	0.5	0.12	14303.8	5.15
Total Teaching Positions	67.8	100	425.1	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	55.2	76.59	343.1	76.78	230039.4	100
Intern Credential Holders Properly Assigned	2.3	3.31	9.9	2.22	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	10.9	15.19	73	16.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.1	0.47	12112.8	4.34
Unknown/Incomplete/NA	3.5	4.87	18.6	4.18	13705.8	4.91
Total Teaching Positions	72.1	100	446.9	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.50	0	0
Misassignments	4.00	7	10.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.50	7	10.9

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.4	22.6	19.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.5	9.4	3.2

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which the data were collected	August 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Study Sync/2017	0%
Mathematics	Pearson Common Core Algebra I; CC Geometry; CC Algebra 2/2015	0%
Science	Pearson Biology/2008; Holt McDougal - Earth Science/2010; Pearson Chemistry/2006	0%
History-Social Science	McGraw Hill - Impact California Social Studies High School Program/2019	0%
Foreign Language	EMC ¡Qué chévere! (Spanish)/2014; T'es branché? (French) © 2014; EDITRICE LA SCUOLA Super Ci (Italian)/2005	0%
Health	Prentice Hall Health/2010	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

South San Francisco High School was built in 1950. The school has 74 teaching stations (10 buildings, 2 gyms, a newly renovated pool, library/LIC, 3 computer labs, theater, cafeteria/multipurpose room, locker rooms and administration offices) providing education for grades 9-12. The District puts forth great effort to ensure that the school is clean, safe and functional. All bathrooms, classrooms and offices are cleaned daily.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The facility's work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

A new 8,000 sq.ft. Science building was constructed and completed. This building was funded entirely by Genentech, who donated the completed structure to the District in 2017. During the 2019-2020 year, a new softball and baseball stadium were constructed on South San Francisco High School's campus.

School Facility Conditions and Planned Improvements

School Facility Good Repair Status
Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected- September 2025
- The Overall Rating: 95.45%

Year and month of the most recent FIT report	September 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Exemplary
Interior: Interior Surfaces		X		The older buildings and pathways of this school have not been modernized and/ or upgraded for decades and will require some larger projects to comply with the codes minimally.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	61	58	49	49	47	48
Mathematics (grades 3-8 and 11)	24	26	38	39	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	257	239	93.00	7.00	58.40
Female	120	115	95.83	4.17	65.79
Male	137	124	90.51	9.49	51.61
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100.00	0.00	93.55
Black or African American	0	0	0	0	0
Filipino	35	34	97.14	2.86	76.47
Hispanic or Latino	156	142	91.03	8.97	43.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	18	16	88.89	11.11	62.50
English Learners	48	42	87.50	12.50	12.20
Foster Youth	--	--	--	--	--
Homeless	14	9	64.29	35.71	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	128	116	90.63	9.37	49.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	36	81.82	18.18	16.67

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	256	236	92.19	7.81	26.27
Female	119	113	94.96	5.04	22.12
Male	137	123	89.78	10.22	30.08
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100.00	0.00	70.97
Black or African American	0	0	0	0	0
Filipino	35	35	100.00	0.00	37.14
Hispanic or Latino	156	137	87.82	12.18	13.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	17	94.44	5.56	17.65
English Learners	48	39	81.25	18.75	2.56
Foster Youth	--	--	--	--	--
Homeless	14	9	64.29	35.71	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	128	113	88.28	11.72	17.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	34	77.27	22.73	2.94

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	34.87	27.24	33.08	34.45	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	291	257	88.32	11.68	27.24
Female	147	130	88.44	11.56	21.54
Male	144	127	88.19	11.81	33.07
American Indian or Alaska Native	0	0	0	0	0
Asian	35	33	94.29	5.71	60.61
Black or African American	--	--	--	--	--
Filipino	53	50	94.34	5.66	42.00
Hispanic or Latino	166	143	86.14	13.86	15.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	25.00
White	18	13	72.22	27.78	23.08
English Learners	35	31	88.57	11.43	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	141	125	88.65	11.35	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	27	69.23	30.77	0.00

2024-25 Career Technical Education Programs

Career Technical Education at SSFHS offers programs of study that involve a multiyear sequence of courses that integrate core academic knowledge with technical and occupational knowledge to provide students with a pathway to explore high-skill, high-wage, and in-demand careers, while preparing them for post-secondary education. Each CTE program of study is comprised of a 2-3 year pathway sequence focused on one industry sector. The CTE curriculum is centered around hands-on, contextualized learning that will help develop student's professionalism and industry-specific skill set. Teachers work with industry advisory boards to provide work-based learning opportunities and a relevant curriculum to students. As SSFHS moves to a model that includes rigorous academics, integrated technology, work-based learning and comprehensive support services, we continue to increase the capacity of CTE teachers, counselors and administrators. Depending on the pathway, students enrolled in CTE courses can earn college credit, obtain industry certification(s), participate in a summer internship and/or begin to build their professional network and skills. Through standards-based curriculum, career readiness activities and supportive cohorts, CTE students are more likely to engage in the school community, proceed to graduation and obtain a post-secondary credential, degree or apprenticeship. While South San Francisco High School is currently looking to expand their CTE pathways, the current pathways in place are: Video Art, Folklórico Dance, Biotechnology, Photography, Computer Science and Culinary Arts and Construction Trades. For the current year, we have expanded our Construction Trades pathway. We now have five sections of Construction Trades with one section being level 2. SSP grant funds have been awarded for the development of a Public Services CTE pathway.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	749
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	43
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	99.68
Graduates Who Completed All Courses Required for UC/CSU Admission	40.77

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	89.9%	94.7%	90.3%	96.6%	97.1%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Opportunities for Parental Involvement

At SSFHS, there are many opportunities for parents to get involved. Current parent group meetings typically occur either every month or every other month. The parent groups of South San Francisco High School are as follows:

2025-26 Opportunities for Parental Involvement

PTSA
Site Council
ELAC (site level) and DELAC (district level)
Parent Education Series (3 times per year)
African American Parent Advisory Committee
Familias Tomando Accion (formerly Latino Parent Group)-Site level but open to entire district
Parent Project (Spanish and English)
Athletic Boosters
Music Guild

There are also various workshops and evening events put on by the Administration and Counseling/College and Career Department such as the following:

Advanced Placement Night
Financial Aid Night/Cash 4 College
Grade Level Parent Meetings with Counselors
9th Grade Intervention Night following the 1st and 3rd quarters
High School Showcase

Other opportunities for parents to attend school sponsored events or get involved at South San Francisco High School are as follows:

Athletic Games
Performances (Drama, Dance, Folklorico, Music Competitions)
National History Day
Events Sponsored by ASB
Chaperone for Field Trips

To learn more about specific opportunities for getting involved, please contact the school principal, Dr. Lothschutz at 650-877-8754 or jlothschutz@ssfusd.org

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	7.1	4.6	4.5	6.4	6.2	5.3	8.2	8.9	8
Graduation Rate	87.8	94.2	92.3	88.6	91	90.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	310	286	92.3
Female	147	144	98.0
Male	163	142	87.1
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	35	35	100.0
Black or African American	--	--	--
Filipino	56	55	98.2
Hispanic or Latino	183	161	88.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	12	12	100.0
White	16	15	93.8
English Learners	77	60	77.9
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	205	186	90.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	40	34	85.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1307	1284	276	21.5
Female	622	611	131	21.4
Male	685	673	145	21.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	133	131	12	9.2
Black or African American	16	16	5	31.3
Filipino	198	194	17	8.8
Hispanic or Latino	823	809	207	25.6
Native Hawaiian or Pacific Islander	16	16	6	37.5
Two or More Races	49	49	11	22.4
White	66	63	17	27.0
English Learners	284	278	82	29.5
Foster Youth	--	--	--	--
Homeless	64	64	21	32.8
Socioeconomically Disadvantaged	691	682	197	28.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	198	196	78	39.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.7	4.99	4.36	3.94	3.3	2.64	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.36	0.00
Female	2.89	0.00
Male	5.69	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	31.25	0.00
Filipino	0.51	0.00
Hispanic or Latino	5.47	0.00
Native Hawaiian or Pacific Islander	6.25	0.00
Two or More Races	4.08	0.00
White	4.55	0.00
English Learners	6.34	0.00
Foster Youth	0.00	0.00
Homeless	4.69	0.00
Socioeconomically Disadvantaged	5.35	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.10	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The School Safety Plan includes an overview of the school's current comprehensive safe school programs and initiatives as well as an annual action plan that addresses the four phases of emergency planning: mitigation, preparedness, response and recovery. The plan identifies members of the school's emergency response team, their roles and responsibilities, in addition to the lines of communication with the district's emergency response team. South San Francisco High School's Safety Plan incorporates the state's Standardized Emergency Management System and is aligned with the detailed District Emergency Management Handbook. Within this plan are dates for drills on our campus. These drills provide opportunities for how to respond in the event that there is an emergency on campus.

One of the Assistant Principals worked with staff and students to update South San Francisco High School's School Safety Plan. The final plan was presented to the Director of Student Services by October 2, 2024. The plan is also placed on the school's shared drive for all faculty and staff to access. Within the plan are the scheduled evacuation, drop/cover and lockdown drills for the school year.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	48	26	10
Mathematics	19	31	24	4
Science	20	26	20	5
Social Science	24	22	20	13

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	47	14	18
Mathematics	21	34	20	9
Science	22	25	19	4
Social Science	22	25	21	11

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	46	23	13
Mathematics	19	41	17	8
Science	23	24	14	7
Social Science	19	31	26	4

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	214.5

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$21,111	$2,310.00	$11,174.00	$107,674.03
District	N/A	N/A	$7,627.00	$99,877.48
Percent Difference - School Site and District	N/A	N/A	37.7	7.5
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	0.3	7.3

Fiscal Year 2024-25 Types of Services Funded

Below is a list of funding sources for the 2023 -2024 school year:
Peer Assistance and Review; Title I, Part A – Basic Grant;Title II, Part A – Teacher Quality; Title III, Part A – Limited English Proficient (LEP); School and Library Improvement Block Grant; Federal, Vocational and Applied Technology Educational Act; Federal Special Education, Entitlement per UDC; Class Size Reduction; Special Education Master Plan; Special Education Transportation; Local Control Funding Formula (LCFF); Instructional Materials; Prop 28 and the Specialized Secondary Programs Grant for Public Service CTE Pathway.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$65,912	$62,145
Mid-Range Teacher Salary	$95,687	$97,088
Highest Teacher Salary	$121,573	$120,436
Average Principal Salary (Elementary)	$159,480	$151,343
Average Principal Salary (Middle)	$165,850	$159,514
Average Principal Salary (High)	$250,077	$177,261
Superintendent Salary	$313,950	$294,805
Percent of Budget for Teacher Salaries	28.37%	29.95%
Percent of Budget for Administrative Salaries	5.33%	5.4%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	24.7

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	7
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	1
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	17

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The focus of all South San Francisco High School's staff development efforts, which are outlined in our WASC Action Plan and SPSA are closely aligned with the district goals and initiatives (LCAP). For the 2024-25 year, the district has three (3) days set aside for district wide professional development. These days are set up to address curricular topics to support teaching and learning. Professional development opportunities aid in implementing traditional strategies as well as the District goals of Portrait of a Graduate, Instructional vision, and Portrait of an educator. South San Francisco High School continues to utilize collaboration days for PLC work established at the site level and has expanded PLC work to include all grades. On site professional development continues to revolve around teacher collaboration through Professional Learning Communities (scope and sequence, curriculum, instruction and common formative assessments), school climate, sharing best practices, reviewing school data (ie grades, testing scores) and having conversations around curriculum alignment. The school continues to support individual professional development through county offered opportunities (including for CTE teachers) and also those offered from outside the county. The school continues to support outside teacher collaboration on creating unit lesson plans for courses. For teachers who meet outside the school day to collaborate on curriculum, timecards are provided for these efforts. Additionally, the administrative team is continuing to support classroom instruction through regular walkthrough visits. The administrative team has a goal of visiting classrooms for virtual walkthroughs each week. We are continuing to train teachers on the effective implementation of IXL to support the development of foundational math and English skills among students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	