

Olympian High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Olympian High School
Street	1925 Magdalena Ave., Chula Vista, CA 91913
City, State, Zip	Chula Vista, Ca 91913-3973
Phone Number	619-656-2400
Principal	Viky Mitrovich
Email Address	viky.mitrovich@sweetwaterschools.org
School Website	http://olh.sweetwaterschools.org/
County-District-School (CDS) Code	37684110111831

2023-24 District Contact Information

District Name	Sweetwater Union High School District
Phone Number	(619) 691-5555
Superintendent	Moises Aguirre, Ed.D
Email Address	moises.aguirre@sweetwaterschools.org
District Website	www.sweetwaterschools.org

2023-24 School Description and Mission Statement

The mission of Olympian High School, a leading school in the State of California, is to guarantee that each graduate will qualify and be academically prepared for success in a four year college or university, through a coherent system of learning distinguished by:

- A diverse set of learning experiences that will meet the academic and career needs of all students
- A school-wide Academic Literacy Plan (a common set of college readiness skills and habits of mind)
- A systematic network of student support
- A student-centered learning community that promotes leadership, involvement, integrity and respect

To support this mission, a coherent systematic set of frameworks have been developed to ensure the school's curriculum, instruction and assessment programs are aligned. Primary to this outcome is the school-wide Academic Literacy Plan. In this effort, each teacher is contributing to the students' acquisition of a set of vertical thinking skills, as well as the reading and writing skills students will need to be successful in college and in their future. Additionally, a safe and secure learning environment is valued and protected and a differentiated support system is in place to assist the academic achievement of each student. Faculty and staff have been carefully selected to work within this systematic approach and help each student reach their full potential. New faculty that joins Olympian participates in Eagle Camp to ensure that the instructional practices are systematic using the Academic Literacy Plan daily. We have continued to build our traditions, successes and to support and fulfill the promise of a bright future for all students. Students in the Sweetwater Union High School District are expected to master state and district standards which will prepare them to meet the challenges of the 21st century.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	606
Grade 10	602
Grade 11	611
Grade 12	522
Total Enrollment	2,341

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	52%
American Indian or Alaska Native	0.4%
Asian	4%
Black or African American	7.7%
Filipino	22.9%
Hispanic or Latino	43.1%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	7.6%
White	14.1%
English Learners	5.9%
Foster Youth	0.2%
Homeless	0.4%
Socioeconomically Disadvantaged	25.5%
Students with Disabilities	11.6%

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.

2020-21 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)	73.20	80.23	1140.10	69.11	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.50	0.15	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.00	0.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	0.34	57.40	3.48	12115.80	4.41
Unknown	17.70	19.42	443.50	26.88	18854.30	6.86
Total Teaching Positions	91.30	100.00	1649.70	100.00	274759.10	100.00

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.

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)	85.00	91.18	1443.50	85.46	234405.20	84.00
Intern Credential Holders Properly Assigned	1.10	1.28	12.40	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	1.33	24.50	1.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	1.18	56.80	3.36	11953.10	4.28
Unknown	4.60	5.02	151.70	8.98	15831.90	5.67
Total Teaching Positions	93.20	100.00	1689.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.10
Misassignments	0.00	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	1.10
Local Assignment Options	0.10	0.00
Total Out-of-Field Teachers	0.30	1.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.6	2.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5	1.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2010-2011. English Language Arts was adopted 2021-2022. Textbooks for English Language Development (ELD) were adopted	Yes	0

	consistent with the textbook cycle in 2017-2018. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/		
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. High school texts for Integrated Math (IM) 1, IM 2, IM3, were approved by the Board of Trustees as being standards- based. Textbooks for Pre-Calculus with Trigonometry, Pre-Calculus, Calculus and Statistics were adopted consistent with the textbook cycle in 2015-2016. These books were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for AP Biology were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for World Geography were adopted consistent with the textbook cycle 2014-2015. Textbooks for AP US History were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-1999 art and photo; 2007-2008 instrumental/vocal music, and theatre. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.opsc.dgs.ca.gov/>.

Age of School Buildings

The school opened in August 2006 with an administration building, ASB, 35 classrooms, no gym/PE facilities, no library, and no cafeteria.

Maintenance and Repair

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

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The school administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

The track and turf field were replaced in the 20-21 school year.

Year and month of the most recent FIT report

032/21/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A/C Thermostat not working; W.O. 59600,
Interior: Interior Surfaces	X			Fan not Working W.O. submitted,
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Reported terminte; W.O. 51009,
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys RR Hand Dryer; W.O. 55776, Blinds Damaged; W.O. 53490, Light Control Switches; W.O. 4300, Center Lights; W.O. 42245, Lights by lift, Hole in wall by stairs,
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roof Leak; W.O. 45422, Roof Leak in Principal's office; W.O. 59184,
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.

Percentages are not calculated 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.

ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	69	63	50	48	47	46
Mathematics (grades 3-8 and 11)	39	40	26	26	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	605	593	98.02	1.98	63.34
Female	278	273	98.20	1.80	67.40
Male	327	320	97.86	2.14	59.87
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	85.71
Black or African American	50	48	96.00	4.00	35.42
Filipino	134	134	100.00	0.00	82.09
Hispanic or Latino	265	259	97.74	2.26	54.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	44	43	97.73	2.27	78.57
White	86	83	96.51	3.49	62.65
English Learners	32	30	93.75	6.25	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	43	42	97.67	2.33	50.00
Socioeconomically Disadvantaged	160	156	97.50	2.50	53.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	67	91.78	8.22	31.82

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	604	592	98.01	1.99	40.20
Female	277	273	98.56	1.44	38.10
Male	327	319	97.55	2.45	42.01
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	76.19
Black or African American	50	48	96.00	4.00	20.83
Filipino	134	133	99.25	0.75	57.14
Hispanic or Latino	264	259	98.11	1.89	31.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	44	43	97.73	2.27	41.86
White	86	83	96.51	3.49	39.76
English Learners	32	30	93.75	6.25	3.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	43	41	95.35	4.65	39.02
Socioeconomically Disadvantaged	159	156	98.11	1.89	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	67	91.78	8.22	5.97

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	35.41	42.24	25.00	25.05	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1089	1083	99.45	0.55	42.20
Female	529	528	99.81	0.19	40.15
Male	560	555	99.11	0.89	44.14
American Indian or Alaska Native	--	--	--	--	--
Asian	43	43	100.00	0.00	55.81
Black or African American	76	76	100.00	0.00	18.42
Filipino	264	263	99.62	0.38	56.65
Hispanic or Latino	463	459	99.14	0.86	33.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	84	84	100.00	0.00	58.33
White	154	153	99.35	0.65	43.79
English Learners	60	60	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	79	78	98.73	1.27	43.59
Socioeconomically Disadvantaged	264	261	98.86	1.14	30.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	103	101	98.06	1.94	12.87

2022-23 Career Technical Education Programs

The Sweetwater Union High School District (SUHSD) offers eleven out of the fifteen Career Technical Education (CTE) industry sectors. Across all high schools within the district, our CTE programs offer a series of multiyear courses that seamlessly blend essential academic knowledge with technical and occupational expertise. This unique integration serves as a pivotal pathway for students, guiding them toward diverse post-secondary options and alternative and prosperous career paths.

CTE is dedicated to encouraging academic excellence, encouraging career exploration, refining career-ready skills, and developing leadership potential. Our primary goal is to equip students with the tools and experiences essential for successful transitions into both higher education and the professional realm. This preparation unfolds through meticulously crafted high-quality programs, where students receive comprehensive instruction encompassing the fundamental principles of college and career readiness: communication, collaboration, problem-solving, professionalism, job shadowing, internships, business partnerships and receiving industry certification(s). Additionally, CTE pathways integrate Common Core State and CTE standards, intertwining them with industry-specific knowledge and skill sets.

Olympian High School offers programs in five industry sectors, Arts, Media and Entertainment (Design, Visual, and Media Arts), Business and Finance (Business Management), Engineering and Architecture (Engineering Technology), Health Science and Medical Technology (Patient Care) and Information and Communication Technologies (Software and Systems Development).

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	734
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.68
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	75.8

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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	86%	87%	73%	72%	83%

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.

2023-24 Opportunities for Parental Involvement

A major emphasis at Olympian High School is to build the home-school partnership and embrace parents as full partners in the educational learning of their students. One of the primary goals of the school is to open access to the school's system and provide timely, open communication to all parents. To this end, Olympian High School produces a weekly newsletter (The Eagle's Eye) to keep information, dates and events current in every home. The newsletters are posted on the website. Many of the events are open to the community and parent participation is encouraged. Every year Olympian invites parents to Parent Visitation Day.

Parents are invited and welcome to be on campus and consult with staff at any time. Each semester the Counseling and Administrative teams host a parent training series called Parenting Teens Workshop and Building Student Success. More formal opportunities are also available to serve on the PTSO, SSC, ELAC and be involved in any of our active parent booster organizations (academic decathlon, band, football or baseball). In addition, we ask that parents participate in our grade-level activities including the Freshman Student-Led Conference, Sophomore College and Career Readiness Series, Junior Portfolio and Common Senior Experience.

We believe that when our school has a strong working relationship with our parents and community, student achievement increases. We pledge to promote and support this core value at Olympian High School.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3.5	2.7	2.8	7.6	7	5.9	9.4	7.8	8.2
Graduation Rate	95.4	96	96.7	83.8	85.5	87.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	509	492	96.7
Female	248	244	98.4
Male	261	248	95.0
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	19	19	100.0
Black or African American	37	35	94.6
Filipino	130	130	100.0
Hispanic or Latino	213	202	94.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	40	38	95.0
White	68	66	97.1
English Learners	38	31	81.6
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	198	190	96.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	46	42	91.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2520	2451	382	15.6
Female	1219	1179	189	16.0
Male	1301	1272	193	15.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	9	9	1	11.1
Asian	98	95	7	7.4
Black or African American	206	198	41	20.7
Filipino	553	548	44	8.0
Hispanic or Latino	1104	1067	206	19.3
Native Hawaiian or Pacific Islander	7	6	5	83.3
Two or More Races	191	185	25	13.5
White	350	341	53	15.5
English Learners	179	173	29	16.8
Foster Youth	5	4	2	50.0
Homeless	12	12	8	66.7
Socioeconomically Disadvantaged	710	687	189	27.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	317	302	79	26.2

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.90	3.41	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.04	0.08	0.00	0.07	0.08	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.41	0.08
Female	1.8	0
Male	4.92	0.15
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.02	0
Black or African American	9.71	0
Filipino	0.54	0
Hispanic or Latino	4.17	0.18
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.62	0
White	3.14	0
English Learners	8.94	0.56
Foster Youth	0	0
Homeless	8.33	0
Socioeconomically Disadvantaged	5.77	0.14
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.2	0.32

2023-24 School Safety Plan

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year. Staff orientation and training must be completed by October 30 each year. Disaster and evacuation drills are scheduled periodically throughout the school year.

Key Elements of the Plan:

- Review and revise Site Safety Binder (to be distributed to all school staff)
- Train all staff on emergency procedures during a 3 day in-service or during first staff meeting
- Comply with 3 in 1 safety drills
- Assessment of current crime in school
- Updated exit routes in order to comply with the updated safety compliance standards.
- Identify strategies and programs that provide safety on campus

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	38	16	25	42
Mathematics	38	11	23	45
Science	27	6	60	2
Social Science	32	10	30	46

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	29	15	30	37
Mathematics	29	13	39	32
Science	26	6	51	
Social Science	33	5	27	50

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	30	12	26	44
Mathematics	30	10	30	39
Science	27	6	56	0
Social Science	33	4	24	53

2022-23 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	344.26

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.8
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	7.8

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	5852.64	196.69	5655.95	87,617.00
District	N/A	N/A	9754.53	\$91,566
Percent Difference - School Site and District	N/A	N/A	-53.2	-1.1
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	-39.5	-5.1

Fiscal Year 2022-23 Types of Services Funded

Olympian High School funds a menu of services to support each student's academic achievement and social well-being. Math workshops are provided to 9th and 10th grade students scoring below proficient on ELA/math assessments (including but not limited to: District Performance Tasks, District Finals, SBAC, Summative Assessments, etc.) or who have other identifying characteristics in order to increase the students' proficiency level. The Attendance Coordinator works with students and support staff to avoid chronic absenteeism, place students on independent study contracts and refers students to the School Attendance Review Board. Before and after school tutoring has been established, along with lunch time tutoring.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$48,003	\$57,234
Mid-Range Teacher Salary	\$82,293	\$95,467
Highest Teacher Salary	\$107,730	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$157,167	\$153,476
Average Principal Salary (High)	\$167,100	\$173,198
Superintendent Salary	\$260,000	\$277,572
Percent of Budget for Teacher Salaries	32.97%	31.17%
Percent of Budget for Administrative Salaries	4%	4.46%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	34.4
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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	8
Fine and Performing Arts	3
Foreign Language	5
Mathematics	5
Science	7
Social Science	15
Total AP Courses Offered Where there are student course enrollments of at least one student.	43

Professional Development

Staff engage in professional development activities to support district initiatives included restorative practices and quality first instruction. Staff also participated in District Cohort and Zone training in all subject areas.

All new staff participate in a Eagle Camp which provides in-depth professional training on using the Academic Literacy Plan and college readiness skills to teach the content. Staff also reads current research articles on rigor and participates in group activities to strengthen their instructional practices.

All departments have regularly scheduled PLC's every Monday. During PLCs, staff share best practices, develop common

Professional Development

lessons, daily learning targets and analyze student data to inform instruction and assessment practices. Also a portion (30-40 minutes) of monthly staff meetings (11 scheduled) are used as professional development. During the 2018-19 school year, PLCs have engaged in Learning Team professional development. This work continued in the 19-20 school year with a focus on social emotional learning (SEL) and improvement in SBAC scores. We have added department pull-out days in order to support district wide PLC initiatives.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	14