

San Ysidro 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	San Ysidro High School
Street	5353 Airway Road
City, State, Zip	San Diego, Ca, 92154-4806
Phone Number	619-710-2300
Principal	Mercedez Lopez, Principal
Email Address	mercedez.lopez@sweetwaterschools.org
School Website	syh.sweetwaterschools.org
County-District-School (CDS) Code	37684113731502

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

San Ysidro High School (SYHS), one of 13 comprehensive high schools in the Sweetwater Union High School District, opened its doors in 2002. Currently, it is the only high school serving the growing community of San Ysidro. SYHS sits on 52 acres of land located two miles from the international border with Mexico. Students are provided a school climate that embraces diversity, promotes personal well-being, safety, security, and citizenship. San Ysidro High School serves approximately 2200 students in grades 9-12.

To support the school's mission of preparing all students to be college and career ready upon graduation, San Ysidro High School, an AVID National Demonstration School, offers a comprehensive program that includes both academic and extracurricular programs such as AVID, Advanced Placement, Navy Junior ROTC, Medical Careers Pathway, Career and Technical Education (CTE) course offerings in Construction, Sports Medicine, Medical Assistant, and Film and Digital Media. The Visual and Performing Arts and the after-school programs, complement student academics and they are key to allowing students to showcase their talents in a wide range of mentally and physically challenging activities to all students. These include: Ballet Folklorico, Mariachi, choir, band, fitness, community service, drama, dance, and a Robotics program.

The school culture promotes high academic standards and achievement, is standards based, grade level relevant, and recognizes the learning differences of all students. Since SYHS has a highly transient population and has the largest English Learner (EL) population in the Sweetwater District, our school-wide Title I, and LCAP monies fund many targeted and specialized support services for at-risk students; English Learners (EL), Students with Disabilities (SWD), Foster Youth (FY), and Homeless Youth (HY). To further assist our at-risk student population, Professional Learning Communities (PLC) form an integral part in the development of relevant and rigorous curriculum to address the California Core State Standards (CCSS) and 21st century skills. At PLC meetings, teachers participate in Professional Development (PD) supporting "First Best Instruction", creation and evaluations of assessments, data collection and reflections, and preventions and interventions to support student achievement.

San Ysidro High School takes pride for receiving the MetLife National Association of Secondary School Principals 2013 and 2017 recognition as a high achieving school and for improving student achievement.

MISSION:

San Ysidro High School will prepare all students to be college and career ready upon graduation.

VISION:

*San Ysidro High School continues to grow our school culture through creating a supportive learning environment through SEL by striving to cultivate a culture that embraces diversity, inspires positive relationships, and promotes high expectations for all students and creating opportunities to partner with parents and community members to advocate for our students.

*San Ysidro High School uses data to guide rigorous instruction.

*San Ysidro High School uses common high impact instructional strategies with a focus on Literacy. Focus: Striving to provide a rigorous and relevant education that empowers students to make productive decisions about their future. Building literacy capacity within our existing structure of effective first instruction utilizing literacy plans and focusing on our EL population.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	433
Grade 10	495
Grade 11	535
Grade 12	557
Total Enrollment	2020

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	984
Male	1031
Non-Binary	5
American Indian or Alaska Native	4
Asian	70
Black or African American	33
Filipino	36
Hispanic or Latino	1749
Native Hawaiian or Pacific Islander	2
Two or More Races	28
White	98
English Learners	828
Foster Youth	6
Homeless	6
Migrant	0
Socioeconomically Disadvantaged	1354
Students with Disabilities	256

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)	64.30	66.21	1140.10	69.11	228366.10	83.12
Intern Credential Holders Properly Assigned	1.10	1.22	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)	5.00	5.17	57.40	3.48	12115.80	4.41
Unknown	26.60	27.38	443.50	26.88	18854.30	6.86
Total Teaching Positions	97.10	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)	84.10	85.03	1443.50	85.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.40	0.40	12.40	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	0.49	24.50	1.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.10	4.24	56.80	3.36	11953.10	4.28
Unknown	9.70	9.83	151.70	8.98	15831.90	5.67
Total Teaching Positions	98.90	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	0.40
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.40

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	2.20	2.00
Local Assignment Options	2.80	2.10
Total Out-of-Field Teachers	5.00	4.10

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)	2	0.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.3	0.3

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 2002 with an administration building, 35 classrooms, and a library. Within a couple of years the school completed construction on approximately 95 classrooms, a library, an administration building, a cafeteria and a gymnasium. Four portable classrooms were constructed in 2004 for NJROTC. An additional 10 portable classrooms were constructed in the summer of 2005. In 2023 an additional building was built for NJROTC. The previous four portable classrooms became available for classroom use.

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 principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school, including routine cleaning of all restrooms after every nutrition and lunch break.

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.

Year and month of the most recent FIT report

12/16/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			200: HVAX thermostat 05-09 no heat; work order submitted/pending. 250: ASB workroom carpet damaged (trip hazard) work order submitted/pending. 8107: sewer smell or HVAC vent smell (pending); 8105: outlet needs to be replaced; 8000: science labs eye wash stations need more pressure (pending). Damaged carpet main entrance (pending),
Interior: Interior Surfaces			X	Water heater needs to be replaced (pending). Room 414 switch needs replacement (pending). thermostat (01, 10, 05, 09, 10) no heat; 917: black box hallway sensor/lights not functioning (pending). Workroom carpet needs to be replaced for tile - work order pending. ASB workroom carpet damaged (trip hazard) work order submitted/pending. 8107: sewer smell or HVAC vent smell (pending); 8105: outlet needs to be replaced; 8000: science labs eye wash stations need more pressure (pending). Damaged carpet main entrance (pending), Certain areas need paint touch up (pending). Workroom carpet needs to be replaced for tile - work order pending.

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical		X	Electrical needs to be cleaned. Room 310 switch needs to be replaced (pending). Light switches in categorical, attendance need to be replaced (pending).
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Water heater needs to be replaced (pending). Room 414 switch needs replacement (pending). Certain areas need paint touch up; hand blower not working (pending); urinal dividers vandalized (pending); shower tile needs to be repaired (pending)
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs		X	Damaged gutter west side of building (pending), 2 ramps missing side wood covers; 2 gutters removed due to damage (pending). Certain areas need paint touch up; hand blower not working (pending); urinal dividers vandalized (pending); shower tile needs to be repaired (pending)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Sewer smell receiving area/lounge/lounge restrooms. Certain areas need paint touch up; hand blower not working (pending); urinal dividers vandalized (pending); shower tile needs to be repaired (pending), Certain areas need paint touch up; hand blower not working (pending); urinal dividers vandalized (pending); shower tile needs to be repaired (pending),

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)	39	33	50	48	47	46
Mathematics (grades 3-8 and 11)	17	17	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	546	490	89.74	10.26	32.72
Female	280	253	90.36	9.64	38.49
Male	265	236	89.06	10.94	26.69
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	6	54.55	45.45	--
Filipino	16	13	81.25	18.75	61.54
Hispanic or Latino	462	420	90.91	9.09	31.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	44	39	88.64	11.36	33.33
English Learners	245	216	88.16	11.84	5.58
Foster Youth	--	--	--	--	--
Homeless	19	17	89.47	10.53	23.53
Military	--	--	--	--	--
Socioeconomically Disadvantaged	466	417	89.48	10.52	34.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	45	83.33	16.67	6.67

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	549	520	94.72	5.28	16.54
Female	281	268	95.37	4.63	17.54
Male	267	251	94.01	5.99	15.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	9	81.82	18.18	--
Filipino	16	14	87.50	12.50	42.86
Hispanic or Latino	465	442	95.05	4.95	14.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	44	42	95.45	4.55	16.67
English Learners	248	230	92.74	7.26	2.17
Foster Youth	--	--	--	--	--
Homeless	19	17	89.47	10.53	17.65
Military	--	--	--	--	--
Socioeconomically Disadvantaged	469	447	95.31	4.69	18.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	51	94.44	5.56	0.00

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)	16.25	14.79	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	1183	1025	86.64	13.36	14.68
Female	554	478	86.28	13.72	14.02
Male	628	546	86.94	13.06	15.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	22	16	72.73	27.27	18.75
Filipino	31	29	93.55	6.45	58.62
Hispanic or Latino	1027	893	86.95	13.05	11.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	12	92.31	7.69	54.55
White	78	64	82.05	17.95	20.31
English Learners	499	414	82.97	17.03	0.49
Foster Youth	--	--	--	--	--
Homeless	41	33	80.49	19.51	3.13
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1020	888	87.06	12.94	14.92
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	126	94	74.60	25.40	3.26

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.

San Ysidro High School offers programs in three industry sectors: Arts, Media and Entertainment (Design, Visual, and Media Arts) Building and Construction Trades (Residential and Commercial Construction) and Health Sciences & Medical Technology offering two pathways (Patient Care) and (Healthcare Administrative Services).

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	436
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	78
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	96.71
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	32.04

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	35%	50%	50%	49%	49%

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

San Ysidro High School (SYHS) strives in partnering with parents to help develop the social, emotional, and academic skills that studies show are needed for success in school and in life. SYHS's goal is to inform parents and build community, to bring us one step closer to giving all students the learning opportunities they need to succeed in school, and in their work, family life, and communities. Most workshops and classes are held in our Parent Center, led by the Targeted Support Resource Teacher and the Community Relations Facilitator (CRF). The Community Relations Facilitator helps coordinate parent volunteer opportunities and schedules parent workshops throughout the year. There are several organizations and contacts within the community that help SYHS build an educational link between the home, school, and community. Some of the organizations include the San Ysidro Health Center, PIQE, and Southbay Community Services. Topics that are included in the parent workshops range from Parenting Education (Parenting 101/Teens), Health and Nutrition, Mental and Social Health, College 101, and basic information to be familiarized with SYHS (attendance meetings, learning how to use the on-line program Infinite Campus).

Family engagement at school is a key component in bridging the school and family life to inform and involve parents. SYHS offers a variety of workshops to empower parents so that they may understand our educational system and become advocates for their children. SYHS offers Counselor Parent Workshops, and College 101 offered by AVID teachers. SYHS also engages families in school planning, leadership, and volunteer opportunities through a series of services and meetings: The Parent Volunteer Program, School Site Council, Title I Parent meetings, English Learner Advisory (ELAC) Parent Committee, District English Learner Advisory Committee (DELAC), Open House, and Coffee with the Principal. Parents can also attend parent workshops and or conferences like the California Association for Bilingual Education (CABE), Mini-CABE, Adelante Mujer, Latino Summit, and many more.

All parent events are announced via Infinite Campus (a messaging system), our on-line Week-At-A-Glance (WAAG) calendar, sent on a weekly basis, as well as on the school website <http://syh.sweetwaterschools.org/parents/>. The school's Parent Center has an area/section, in which activities are posted monthly. The school's Integrated Services Office is responsible for providing the necessary paperwork and information to parents who are interested in getting cleared to volunteer on campus.

Contact Person:

2023-24 Opportunities for Parental Involvement

Brenda Murguia
Targeted Support Resource Teacher
619-710-2300

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	13.6	9.7	10.2	7.6	7	5.9	9.4	7.8	8.2
Graduation Rate	76.6	80.5	88.4	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	619	547	88.4
Female	270	254	94.1
Male	349	293	84.0
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	15	11	73.3
Filipino	16	15	93.8
Hispanic or Latino	541	480	88.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	34	29	85.3
English Learners	281	236	84.0
Foster Youth	--	--	--
Homeless	31	26	83.9
Socioeconomically Disadvantaged	574	507	88.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	68	54	79.4

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2512	2440	904	37.0
Female	1190	1156	438	37.9
Male	1319	1281	465	36.3
Non-Binary	3	3	1	33.3
American Indian or Alaska Native	6	6	1	16.7
Asian	18	18	2	11.1
Black or African American	52	51	21	41.2
Filipino	60	60	6	10.0
Hispanic or Latino	2189	2121	813	38.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	31	31	7	22.6
White	137	134	46	34.3
English Learners	1149	1112	472	42.4
Foster Youth	2	2	1	50.0
Homeless	75	75	41	54.7
Socioeconomically Disadvantaged	2063	2024	761	37.6
Students Receiving Migrant Education Services	9	9	7	77.8
Students with Disabilities	333	326	174	53.4

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	0.08	1.81	5.37	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.07	0.32	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	5.37	0.32
Female	2.94	0
Male	7.58	0.61
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	7.69	0
Filipino	1.67	0
Hispanic or Latino	5.53	0.32
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.23	0
White	5.11	0.73
English Learners	6.96	0.44
Foster Youth	0	0
Homeless	10.67	1.33
Socioeconomically Disadvantaged	5.67	0.34
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.81	0.6

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 by October 15. Staff orientation and training must be completed by October 30 each year. Disaster and evacuation drills are scheduled periodically throughout the school year. SYHS has instituted a Community Emergency Response Team made up of classified and certificated staff members to be activated in case of a school-wide disaster.

Key Elements of the Plan:

- * Each staff member has access to a Site Safety Binder
- * All staff have been trained on emergency procedures during the school year's first staff meeting
- * Throughout the year staff will be refreshed on emergency procedures.
- * Comply with the 3 in 1 safety drills
- * Place basic Safety Information on School Website
- * Identify strategies and programs that provide safety on campus

Additional Safety Components:

Monthly Safety Meetings with School Safety Committee
 Quarterly Safety Meetings with parents/community on to provide Safety updates.
 Plan Approved by Sweetwater Union High School District Board of Trustees

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	34	25	31	46
Mathematics	29	30	33	37
Science	24	14	49	2
Social Science	26	37	24	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	27	24	46	38
Mathematics	27	21	47	27
Science	24	13	55	2
Social Science	29	21	32	40

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	25	33	51	30
Mathematics	26	26	40	29
Science	23	20	47	1
Social Science	25	35	34	34

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	356.31

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)	6.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	9.2

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	6772.99	480.15	6292.84	87,617.00
District	N/A	N/A	9754.53	\$91,566
Percent Difference - School Site and District	N/A	N/A	-43.1	-1.1
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	-29.2	-5.1

Fiscal Year 2022-23 Types of Services Funded

- General Operations: Services, materials, and support to the general education program.
- LCFF: Local Control Funding Formula Funds support improved academic achievement for students with an emphasis on our EL (English Learners), FY (Foster Youth), LI (Low Income), and HY (homeless). Support to school monies for specific services that focus on interventions only (ex. Morning Scholars and Credit Recovery).
- Title I: Federal funding earmarked towards specialized learning assistance for students with disadvantaged or at risk in order to support them in meeting proficiency levels (Math II workshop classes; targeted tutoring such as Beyond the Bell, Saturday Academies Prevention and Interventions; support staff to monitor at-risk students).
- Special Projects: Funds from agencies (e.g., federal, state) earmarked for specific services.
- ASSETS: Funds provided for enrichment opportunities and support beyond the school day.
- AVID: Support students to be college-bound by providing extra supports with reading, writing, and comprehension strategies; provide access to information regarding colleges and universities; apply techniques that support in-depth learning and studying techniques; provide parent meetings with targeted information to support students to be college-ready.

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	19.4
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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	1
English	6
Fine and Performing Arts	1
Foreign Language	4
Mathematics	4
Science	4
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	27

Professional Development

In the 2019-20 school year San Ysidro used our three foci to guide our Professional Development.

1. Common high impact instructional strategies: AVID, EL strategies, Kagan
2. Using data to inform our instruction: Technology and programs to help support and facilitate the attainment of data to provide information on student academic outcomes and help guide conversations and planning for re-teaching, preventions, and/or interventions.
3. Continuing to grow our school culture through SEL: Crisis Response, sexual orientation (LGBTQA), bullying prevention, educational rights and services available for Homeless and Foster Youth, mental health needs, conflict resolution, suicide prevention, restorative practices, and SEL.

Professional development was delivered through faculty meetings, Professional Learning Communities, Pull-outs, whole-school professional development days, trainings and conferences, coaching by our resource teachers (math, English, Sped) and our district TOSAs. In support of parent engagement, teachers were also trained in the use of technology to support communication with parents.

For the 2020-21 school year, we continued with our Professional Development (PD) in support of our three foci from the previous year with a strong emphasis in technology and student engagement. In an effort to increase student engagement and strengthen the level of rigorous instruction during Distance Learning, staff participated in on-going professional development opportunities, Professional Learning Community (PLC) collaboration and planning to support the development of common formative and summative assessments, data analysis, and student interventions/support. Professional development was provided by our staff in collaboration with our Online Support Coach for Google Classroom, EdPuzzle, Pear Deck, Screencastify, Breakout Rooms, and Kami which focused on lesson differentiation and student engagement. In addition, we funded Kagan training at our site for 60 teachers where they learned how to adapt Kagan strategies for Distance Learning to improve student engagement and retention of academic content through student interaction, as well as how to adapt Kagan structures and methods for social distancing for the transition back to the classroom. Teachers were trained to use technology and programs such as Google Forms to help support and facilitate the attainment of data to provide information on student academic outcomes and help guide conversations and planning for re-teaching, preventions, and/or interventions. Social-Emotional Learning Resources and training was provided by District TOSAs for our certificated staff. PD was delivered through faculty meetings, PLCs, trainings and conferences, coaching by our resource teachers, and our district TOSAs.

In the 2021-2022 school year, San Ysidro's goal was to continue Professional Development (PD) for all teachers on EL instructional strategies focusing on effective first instruction. Consequently, we continued our PD using strategies provided from previous QTEL (Quality Teaching for English Learning) training. As a result of this training and with the implementation of

Professional Development

focused targeted EL strategies we were able to better prepare our teachers. To enhance previous training each teacher was provided with a toolkit of research-based strategies. Ongoing support was delivered to departments through the resource teachers and/or department chairs. Additionally, teachers then provided training for their colleagues on using technology to better support effective first best lessons in all content areas during pro-hour or PLC meetings. PLC's continued to meet to plan first best lessons, evaluate data in order to assess student's mastery of the curriculum and plan appropriate interventions. To further support the PD provided, we also funded Kagan training at our site for 25 teachers to learn strategies on how to improve engagement and retention of academic content to ensure student mastery by implementing differentiated thinking skills. Lastly, San Ysidro High School Staff participated in AVID trainings, SLT meetings, Professional Development provided by the district, Prevention of Sexual Misconduct Training, Sexual Harassment Training, SEL (Social Emotional Learning) training with Dr. Ernie Mendes and ultimately Professional Development provided by the site.

In the 2022-2023 school year San Ysidro continued their work on establishing effective PLC's. PLC's continued their work on analyzing and evaluating data to better drive instruction. PLC's developed formative assessments to provide immediate feedback and to evaluate student progress. Summative assessments continue to be used to evaluate student mastery and allows for PLC's to evaluate lesson planning and instruction. PLC's also focused and collaborated on how to decrease D and F rates in all subject areas

PLC's followed a 30-60-90 Day Action Plans including DuFour's four question:

1. What do we want all students to know and be able to do?
2. How will we know if they learn it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

Lastly, the focus of SYH has been the implementation of literacy in all subject areas. Staff attended district PD to learn on how to incorporate literacy.

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	10		