

Southwest Middle 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	Southwest Middle School
Street	2710 Iris St.
City, State, Zip	San Diego, CA, 92154-3338
Phone Number	619-628-4000
Principal	Hector Ornelas Jr.
Email Address	hector.ornelas@sweetwaterschools.org
School Website	som.sweetwaterschools.org
County-District-School (CDS) Code	37684116062012

2023-24 District Contact Information

District Name	Sweetwater Union High
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

School Description

Southwest Middle School (SOM) was built in 1929 and is one of the district's oldest schools. It is located minutes from the international border in a socioeconomically challenged area. Students at Southwest Middle attend classes in a rotating block schedule of three classes per day, four days a week and meeting in all classes on the fifth day. There are 53 PLC days spread throughout the year, most of them occurring once a week on Fridays and during testing periods.

Southwest has a total enrollment of 485 students. SOM is a schoolwide Title I site where 88% of students qualify for free and/or reduced lunch. Ninety-eight percent of students come from traditionally underrepresented groups: 1% are African-American, 1% Filipino, 92% Latino, and 1% are White; 304 are English learners (EL). Southwest offers students a variety of instructional programs such as our Dual Immersion Program (50% English instruction/50% Spanish instruction), a traditional Bilingual Program (core classes in Spanish with English Language Development for newcomer ELs), a Structured English Immersion (SEI) program for long-term EL students who are at CELDT levels 2 or 3 and who have been in U.S. schools for 6 years or more. In addition, students needing extra assistance and help with mastering standards are placed in intervention and/or support classes both during and before or after the school day. 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.

The Mission of Southwest Middle School, a diverse bi-national border community, is to foster a rigorous academic program in a caring, supportive culture that empowers all students to succeed academically, socially, and emotionally through a system of learning distinguished by:

Data-driven instruction focused on a standards-based curriculum

2023-24 School Description and Mission Statement

Professional Learning Communities comprised of teachers, administrators, and district and county personnel working collaboratively to assess data and best teaching practices
Learning community partnerships comprised of students, parents, site support personnel, and community-based organizations
A community committed to high standards of performance
Various forums and leadership opportunities for all voices to be included in the decision-making process
A commitment to the continuous social and emotional growth of students

OBJECTIVES

Each student will demonstrate mastery of content standards.
Each student will succeed in activities that promote social and emotional well-being.
Each Southwest Middle School parent will attend a school-sponsored function.

TACTICS

1. We will use effective and innovative instructional practices to help all students achieve the mission and objectives.
2. We will use and develop systems to ensure a culture that promotes mastery of content standards.
3. We will implement programs that promote the social and emotional well-being of students.
4. We will expand parent and community involvement to achieve our mission and objectives.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	227
Grade 8	214
Total Enrollment	441

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1%
Male	51.9%
American Indian or Alaska Native	0.2%
Asian	0.2%
Black or African American	2.5%
Filipino	1.1%
Hispanic or Latino	86.4%
Two or More Races	1.1%
White	7.5%
English Learners	52.8%
Foster Youth	0.9%
Homeless	3.2%
Socioeconomically Disadvantaged	80%
Students with Disabilities	14.7%

A. Conditions of Learning **State Priority: Basic**

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

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

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)	14.10	58.37	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)	0.50	2.26	57.40	3.48	12115.80	4.41
Unknown	9.50	39.37	443.50	26.88	18854.30	6.86
Total Teaching Positions	24.30	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)	21.30	87.22	1443.50	85.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	12.40	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	24.50	1.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	1.63	56.80	3.36	11953.10	4.28
Unknown	2.70	11.10	151.70	8.98	15831.90	5.67
Total Teaching Positions	24.50	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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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	0.50	0.40
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.50	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.

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)	4.9	0.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.8	0.6

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	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. 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/		
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. Middle school texts for Compacted Integrated Math 7 (CIM7), Integrated Math 1 (IMI), Integrated Math 2, Integrated Math 7 (IM7), Integrated Math 8 (IM8) 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
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2013-2014. Middle school texts were selected from the state adopted list. Middle school Science was adopted 2021-2022. 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. 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
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. 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
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-2009. 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
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/>.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment

Age of School Buildings

The school has an administration building, an auditorium, 36 classrooms and a library. The main campus was built in 1929. Additions were constructed in 1938, 1939, 1944, 1950, 1953, 1954, 1955, 1957, 1969, 1970, 1987 and 1988. Twelve portable classrooms were constructed in 1985, 1987 and 1988. Nineteen permanent classrooms have been constructed.

The school opened in 1929 with an administration building, a cafeteria, a gym, and a library. District records do not indicate the original number of classrooms.

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.

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

08/09/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Missing push knob, 4. Stained ceiling tile 12. Office delaminated swing door, 2. water heater pump leak 5. window ledge cobwebs, door handle not working
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Remove floor stains, clutter, Clean Ceiling Vents, Sweep Floor,
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Loose Toilet Seats,
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Sweep Gutters,

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)	22	27	50	48	47	46
Mathematics (grades 3-8 and 11)	11	10	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	440	414	94.09	5.91	27.18
Female	207	195	94.20	5.80	28.87
Male	233	219	93.99	6.01	25.69
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	385	360	93.51	6.49	27.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	15.15
English Learners	225	206	91.56	8.44	5.34
Foster Youth	--	--	--	--	--
Homeless	13	11	84.62	15.38	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	383	360	93.99	6.01	24.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	61	92.42	7.58	11.48

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	440	424	96.36	3.64	9.67
Female	207	200	96.62	3.38	7.50
Male	233	224	96.14	3.86	11.61
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	385	371	96.36	3.64	9.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	6.06
English Learners	225	218	96.89	3.11	3.67
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	383	370	96.61	3.39	8.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	61	92.42	7.58	3.28

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)	7.44	9.55	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	210	202	96.19	3.81	10.45
Female	97	94	96.91	3.09	7.53
Male	113	108	95.58	4.42	12.96
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	180	174	96.67	3.33	9.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	18	94.74	5.26	16.67
English Learners	102	99	97.06	2.94	2.04
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	193	187	96.89	3.11	9.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	27	90.00	10.00	11.11

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 7	86%	86%	74%	58%	89%

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

Southwest Middle is the heart of the community. Many families who live in the area are multi-generational and live and work within the surrounding area. Parents and community members work in partnership with our school to raise student achievement. As contributing members of our school community, parents participate in academic progress meetings, 7th grade orientation, Parents Back to School Day, Dual Language Program meetings, Open House and our STEAM related activities. Parents are also actively involved as parent volunteers assisting wherever they are needed, and by participating in our Title 1, and English Learners Advisory Committee (ELAC) as well as serving on the School Site Council (SSC). In addition, parents serve as vital links to other parents by their participation and leadership through the District Advisory Committee (DAC), District English Learners Advisory Committee (DELAC).

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	481	467	139	29.8
Female	232	225	74	32.9
Male	249	242	65	26.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	1	1	0	0.0
Black or African American	11	11	7	63.6
Filipino	7	6	0	0.0
Hispanic or Latino	417	405	120	29.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	2	28.6
White	36	35	9	25.7
English Learners	260	251	80	31.9
Foster Youth	7	6	4	66.7
Homeless	14	14	9	64.3
Socioeconomically Disadvantaged	411	402	125	31.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	71	71	24	33.8

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	12.20	12.89	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.20	0.21	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	12.89	0.21
Female	10.78	0
Male	14.86	0.4
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	18.18	0
Filipino	0	0
Hispanic or Latino	13.43	0.24
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	8.33	0
English Learners	15	0.38
Foster Youth	0	0
Homeless	14.29	0
Socioeconomically Disadvantaged	13.14	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12.68	0

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; submitted in October 2021. Staff orientation and training must be completed by the end of November each year. Disaster and evacuation drills are scheduled periodically throughout the school year.

Southwest Middle School uses a pyramid of interventions for creating a safe and secure learning environment for students and staff. Key elements of the school safety plan include:

- Develop Site Safety Binder (to be distributed to all school staff)
- Train all staff on emergency procedures at the beginning of each school year
- Conduct state-required safety drills (duck, cover, evacuate, lockdown, earthquake, etc.)
- Assessment of current infractions in school
- Identify strategies and programs that provide safety on campus that include Positive Behavioral Interventions and Supports which emphasize Restorative Practices

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	42	9	8	7
Mathematics	40	5	4	10
Science	27	2	11	
Social Science	30	3	8	7

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	23	7	14	2
Mathematics	24	6	8	5
Science	28	1	14	1
Social Science	29	3	5	8

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	24	9	4	8
Mathematics	26	6	4	7
Science	29	1	14	0
Social Science	31	1	4	9

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	441

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)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	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	9453.07	549.75	8903.31	87,617.00
District	N/A	N/A	9754.53	\$91,566
Percent Difference - School Site and District	N/A	N/A	-9.1	-1.1
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	5.3	-5.1

Fiscal Year 2022-23 Types of Services Funded

General Operations - Southwest attempts to provide services, materials, and support to all students in each of our programs.

Focused Programs to support school wide efforts for targeted academic improvements, interventions, and extensions for College and Career readiness:

STEAM (science, technology, engineering, arts, and math) themes. The five fastest growing job sectors in San Diego County all are in STEAM related fields, and we want our Buccaneers to be on the forefront of the future job growth in our city! We have also combined our award-winning Dual Language English-Spanish program with our STEAM academy to create the first-of-its-kind Dual Language STEAM Academy because we believe our bilingual and bi-cultural students will be well-situated to participate in economic growth in the future that occurs south of the international border as well

Gifted and Talented - GATE-identified students from our elementary school feeders and students with high performance abilities are placed in mainstream classes with the general student population to serve as high performing role models for their peers. Teachers utilize differentiated instruction and enrichment activities to effectively address GATE students' academic and social needs students.

AVID - AVID is a college preparatory program designed for future first-time college students. It enables disadvantaged secondary students to succeed in rigorous curricula, enter mainstream activities in school, and improve their opportunities to enroll and succeed in four-year colleges and universities.

Dual Language Immersion Program - Designed for students continuing from a K-6 Dual Language school, the Dual Immersion Program offers students an opportunity to take 50% of their classes in English and 50% of their classes in Spanish with the intent of becoming fully bi-literate and bi-cultural.

ELD/Bilingual Program - Parents of English learners have the opportunity to place their child in a traditional Bilingual Program where students take all core classes in Spanish with their ELD class and electives in English. This program allows students to keep up academically at grade level while they are learning English.

Support Classes/Intervention - Students at SOM have a variety of opportunities before, during and after the school day to receive additional instruction, assistance and support in reaching grade level standards. Our programs include: The Before and After School Program, Tutoring, Academic Intervention & Monitoring (AIM - after school and on Saturdays), Fall/Winter/Spring/Summer Break Tutorials and credit recovery, Math Support Classes, Reading Support Classes, and EL Modules.

S.E.I. Program- The SEI Program is designed for EL students who are at CELDT levels 2 or 3 and have been in U.S. schools for 6 or more years. Teachers use research based strategies (Marzano, SDAIE, et. al.) to develop students' literacy skills (reading, writing, speaking, and listening across all content areas).

Special Ed. Program- SOM offers a full program for mild to moderate (RSP and SDC) students. RSP students, under the IEP guidelines, are placed in inclusion classes across all content areas.

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%

Professional Development

From 2015 up until the current 2023-2024 school years, SOM is proudly a National AVID Demonstration School and the staff have participated in the AVID Summer Institute. All teachers continue to participate weekly in PLC professional growth opportunities. Being a leader in the use of technology, Southwest Middle teachers participated in on-going professional development on iPads, Achieve 3000, and SIS programs such as Jupiter Grades and Infinite Campus. To further improve instructional practices, staff participated in training related to STEAM-related themes with whole school participation in STEAM challenges. SOM programs also include Dual Language Immersion Program. SOM has focused on 3 key instructional practices. 1. DLT 2. Structured Student Interactions 3. Equitable checking for understanding. Teachers plan in teams using Understanding by Design. In addition, Curriculum Specialists and Resource Teachers will facilitate PLC meetings as well as pullout meetings to collaborate on best teaching practices and develop literacy skills and mathematical concepts, as well as the integration of STEAM concepts into core contents.

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	33	33	42