

# Southwest 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

<b>School Name</b>	Southwest High School
<b>Street</b>	1685 Hollister Street
<b>City, State, Zip</b>	San Diego, Ca 92154-4548
<b>Phone Number</b>	619-628-3600
<b>Principal</b>	Arturo Montano
<b>Email Address</b>	Arturo.Montano@sweetwaterschools.org
<b>School Website</b>	<a href="http://soh.sweetwaterschools.org/">http://soh.sweetwaterschools.org/</a>
<b>County-District-School (CDS) Code</b>	37684113730124

## 2023-24 District Contact Information

<b>District Name</b>	Sweetwater Union High
<b>Phone Number</b>	(619) 691-5555
<b>Superintendent</b>	Moises Aguirre
<b>Email Address</b>	Moises.aguirre@sweetwaterschools.org
<b>District Website</b>	<a href="http://www.sweetwaterschools.org/">www.sweetwaterschools.org/</a>

## 2023-24 School Description and Mission Statement

Southwest High School is the southernmost high school in the United States, located just five miles north of the U.S./Mexico International Border. The school reflects the ethnic population of the community it serves with over a 93% Hispanic/Latino population. It is our reality to receive students throughout the year who are new, not only to the school but also the country. The school currently serves approximately 1,739 students in grades 9-12.

Over 80% of the students on campus are eligible for free or reduced price lunches and Title 1 support. Thirty-seven percent of the population has limited English proficiency, eighty-five percent come from homes where English is not spoken.

Living The Raider Way

Vision

Southwest High School is a community of learners that build relationships in order to educate and empower students to become productive members of society by living THE RAIDER WAY.

Mission

The RAIDER WAY contributes to an equitable environment that provides a rigorous, relevant and restorative campus where all the Southwest High School stakeholders: staff, students and parents share the collective responsibility for ensuring that each student is equipped with 21st Century skills in order to achieve college and career readiness at grade level literacy.

The Raider Way

Embrace a college-career going culture

\*take advantage of rigorous classes

\*participate in college and job fairs

Strive to succeed at the highest level in order to be at grade level or above in literacy and numeracy

\*bring materials to school everyday

## 2023-24 School Description and Mission Statement

\*be prepared for rigorous daily learning and study

Seek academic assistance and emotional support when needed

Focus on learning and apply it to your life

\*arrive on time and ready to learn

\*complete meaningful community service

Contribute to a safe, restorative, and welcoming school environment

\*be an active member in a restorative school where all are valued

Participate in extra-curricular activities

Celebrate success

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	392
Grade 10	412
Grade 11	404
Grade 12	437
<b>Total Enrollment</b>	<b>1,645</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8%
Male	52.2%
American Indian or Alaska Native	0.2%
Asian	0.2%
Black or African American	1.2%
Filipino	2.1%
Hispanic or Latino	85.7%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.9%
White	9.1%
English Learners	39.6%
Foster Youth	0.1%
Homeless	2.9%
Migrant	0.2%
Socioeconomically Disadvantaged	89.4%
Students with Disabilities	13.9%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	47.40	64.83	1140.10	69.11	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.50	0.15	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	6.00	0.37	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.20	57.40	3.48	12115.80	4.41
<b>Unknown</b>	25.60	34.95	443.50	26.88	18854.30	6.86
<b>Total Teaching Positions</b>	73.20	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	67.90	90.99	1443.50	85.46	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	12.40	0.73	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.70	2.30	24.50	1.45	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	56.80	3.36	11953.10	4.28
<b>Unknown</b>	5.00	6.69	151.70	8.98	15831.90	5.67
<b>Total Teaching Positions</b>	74.70	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	1.70
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.70

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	0.00	0.00
Local Assignment Options	0.10	0.00
<b>Total Out-of-Field Teachers</b>	0.10	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.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.9	3.2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.7	0.5

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 <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>		
<b>Mathematics</b>	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 <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0
<b>Science</b>	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 <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0
<b>History-Social Science</b>	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 <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0
<b>Foreign Language</b>	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 <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0
<b>Health</b>	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 <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0
<b>Visual and Performing Arts</b>	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 <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	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 has an administration building, 84 classrooms, a gym and a library. The main campus was built in 1975. Additions were constructed in 1974, 1985, 1987, 1990, 1993 and 1999. Twenty-eight portable classrooms were constructed in 1985, 1987, 1990 and 1993. Four permanent classrooms have been constructed. The school opened in 1975 with an administration building, 42 classrooms, a gym and a library.

### 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		light cover/diffuser missing, 11. interior wall paint peeling, exit signs broken x 3, ceiling and wall damage at the back of the room, wall damage at sink and near door jamb, 7. light cover/diffuser missing at back room, light cover/diffuser missing in small storage room, carpet seam coming apart and frayed at the center of the room, storage compartment on the left side of room by back exit doors has hole in wall at pipe entry, ceiling tile stained, 7. small appliance plugged into extension cord, carpet stained, fascia dry rot, 15. fence post bent and chain link fabric bowing out, wall damage, floor damage 5. graffiti on windows, 7. lights out, light cover/diffuser missing, broken floor tile,
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			room cluttered, basin drain grate missing, 5. graffiti etched into mirror, area above dressing room is cluttered, 7. electrical panel blocked, room cluttered, 12. fascia termite/dry rot damage behind 911, exhaust fan dirty



## School Facility Conditions and Planned Improvements

<b>Electrical</b>		X	electrical panel blocked, light out at stage right stairs, wires loose/hanging at stage left stairs, 10. door blocked by tables at stage left, ceiling tile stained, 7. small appliance plugged into extension cord, wires falling off of wall, light out, appliances plugged into power strip, 10. fire extinguisher not mounted properly, electrical cord in path of travel--trip hazard, microwave and coffee pot plugged into power strip
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	Drinking fountain faucet button missing, ole in ceiling above big toilet stall, 8. menstrual product dispenser doesn't have free sticker or contact posting, 11. paint peeling at skylight, hand dryers not working, 8. partition doors chipped, menstrual products dispenser missing (site says they are on order), wall/ceiling damage at corner above dressing room, 5. area above dressing room is cluttered, big toilet stall not working, soap dispensers empty, toilet paper dispenser broken, exterior drinking fountain too much water pressure
<b>Safety:</b> Fire Safety, Hazardous Materials	X		fire extinguisher box handle broken, fire extinguisher expired and not mounted properly, items stacked on cabinets--fall hazard, 7. electrical cord in path of travel--trip hazard
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		ramp decking loose, 13. downspout at 916 is damaged and downspout at 915 is missing, light out, 14. sprinklers leaking on football field x 2, 15. window openings have dry rot damage, 4. cove base loose, 15. chain link fence rusted at transformer, gophers at multiple fields (baseball practice field and softball field), concrete sidewalk in front of entrance is cracked and uneven

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	47	38	50	48	47	46
<b>Mathematics</b> (grades 3-8 and 11)	13	8	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
<b>All Students</b>	397	394	99.24	0.76	37.82
<b>Female</b>	192	190	98.96	1.04	45.26
<b>Male</b>	205	204	99.51	0.49	30.88
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	340	337	99.12	0.88	38.28
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	42	42	100.00	0.00	30.95
<b>English Learners</b>	148	146	98.65	1.35	9.59
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	374	372	99.47	0.53	37.10
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	52	51	98.08	1.92	15.69

## 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
<b>All Students</b>	397	393	98.99	1.01	8.40
<b>Female</b>	192	190	98.96	1.04	5.79
<b>Male</b>	205	203	99.02	0.98	10.84
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	340	337	99.12	0.88	7.72
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	42	41	97.62	2.38	9.76
<b>English Learners</b>	148	145	97.97	2.03	1.38
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	374	372	99.47	0.53	8.06
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	52	52	100.00	0.00	1.92

## 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)	10.70	6.43	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	787	684	86.91	13.09	7.07
Female	379	327	86.28	13.72	5.56
Male	408	357	87.50	12.50	8.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	14	13	92.86	7.14	15.38
Hispanic or Latino	684	596	87.13	12.87	7.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	72	60	83.33	16.67	6.67
English Learners	275	225	81.82	18.18	0.00
Foster Youth	--	--	--	--	--
Homeless	18	13	72.22	27.78	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	761	660	86.73	13.27	6.72
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	96	78	81.25	18.75	7.69

## 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.

Southwest High School offers programs in four industry sectors: Engineering and Architecture offering two pathways (Architectural and Design) and (Engineering Technology), Health Sciences & Medical Technology offering two pathways (Patient Care) and (Biotechnology), Hospitality, Tourism, and Recreation (Food Service and Hospitality) and Transportation (System Diagnostic & Services). In addition, there are two California Partnership Academies – Eco-Engineering (Engineering Technology) and Health Care Plus (Biotechnology). The Academy model is a three-year program, grades ten through twelve, structured as a school-within-a-school. Each academy has a career technical focus which integrates academic and career technical education, and establishes business partnerships.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1336
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	21.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.36
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	51.79

## 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	85%	93%	90%	90%	91%

## 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

Parents are encouraged to take an active role in their child's education by volunteering on campus, serving on parent committees, attending on-site parent meetings and communicating with staff. The following are additional events that parents can participate in:

- School Site Council
- Title I Advisory Committee
- ELAC Advisory Committee
- AP Parent Meetings
- Parent Meetings (grade level, progress report, interventions, etc.)
- Open House
- SOH's Parent Center is open for all parents. Community Relations Facilitator is housed in Parent Center in support of parents and community members
- Coffee with the Principal via Zoom and in person
- Parent workshops- College and Career and financial aid

## 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
<b>Dropout Rate</b>	6.7	5.6	6	7.6	7	5.9	9.4	7.8	8.2
<b>Graduation Rate</b>	92.4	92.5	91.1	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	414	377	91.1
<b>Female</b>	201	185	92.0
<b>Male</b>	213	192	90.1
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	366	332	90.7
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	30	29	96.7
<b>English Learners</b>	180	155	86.1
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	12	9	75.0
<b>Socioeconomically Disadvantaged</b>	408	373	91.4
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	47	35	74.5



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1775	1717	408	23.8
Female	838	815	207	25.4
Male	937	902	201	22.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	7	5	0	0.0
Asian	4	4	1	25.0
Black or African American	20	20	7	35.0
Filipino	36	35	2	5.7
Hispanic or Latino	1523	1471	350	23.8
Native Hawaiian or Pacific Islander	4	4	2	50.0
Two or More Races	14	14	3	21.4
White	157	154	41	26.6
English Learners	759	728	220	30.2
Foster Youth	3	3	1	33.3
Homeless	49	47	20	42.6
Socioeconomically Disadvantaged	1635	1602	374	23.3
Students Receiving Migrant Education Services	4	4	1	25.0
Students with Disabilities	250	238	89	37.4

### 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	0.12	5.85	7.27	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.00	0.06	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	7.27	0.06
Female	6.56	0
Male	7.9	0.11
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	15	0
Filipino	2.78	0
Hispanic or Latino	7.09	0.07
Native Hawaiian or Pacific Islander	0	0
Two or More Races	14.29	0
White	8.28	0
English Learners	8.96	0
Foster Youth	0	0
Homeless	12.24	0
Socioeconomically Disadvantaged	7.09	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10	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 by October 15. Staff orientation, training, and evacuation drills are scheduled periodically throughout the school year.

Key Elements of the Plan:

- Develop Site Safety Binder (to be distributed to all school staff)
- Train all staff and students on emergency procedures
- Comply with 3 in 1 safety drills for students and staff
- Assessment of current school climate
- Identify strategies and programs that promote safety on campus

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	31	23	25
Mathematics	31	21	24	20
Science	25	12	37	1
Social Science	24	25	31	16

## 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	25	18	48	8
Mathematics	26	18	22	22
Science	25	9	36	
Social Science	27	16	29	21

## 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	22	32	20
Mathematics	26	18	21	23
Science	25	10	34	0
Social Science	27	21	24	22

## 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	411.25

## 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)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	7.5

## 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	7889.27	741.85	7147.42	87,617.00
District	N/A	N/A	9754.53	\$91,566
Percent Difference - School Site and District	N/A	N/A	-30.8	-2.0
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	-16.6	-7.2

## Fiscal Year 2022-23 Types of Services Funded

General Operations: Services, materials, and support to the general education program.

Gifted and Talented: Specialized learning assistance for students with great ability, achievement, or potential.

Special Projects: Monies from agencies (e.g., federal, state) earmarked for specific services

Special Populations: ELs, Title I, SWD, FY/Homeless Students

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,003	\$57,234
Mid-Range Teacher Salary	\$82,293	\$95,467
Highest Teacher Salary	\$107,730	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$157,167	\$153,476
Average Principal Salary (High)	\$167,100	\$173,198
Superintendent Salary	\$260,000	\$277,572
Percent of Budget for Teacher Salaries	32.97%	31.17%
Percent of Budget for Administrative Salaries	4%	4.46%

## 2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	34
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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	3
English	8
Fine and Performing Arts	0
Foreign Language	4
Mathematics	5
Science	5
Social Science	13
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	38

## Professional Development

Southwest High School uses strategies provided by “Kagan Professional Development” to implement structured student interactions, improved student engagement, academic language development, and checking for understanding strategies. In 2018-2019, credentialed staff continued to refine this implementation to include Kagan Strategies in our English Learner Toolkit to assist teacher with supporting students in Academic Language Development within their courses. The professional development areas listed above are also addressed at pull-out days, faculty meetings, and pre-service days.

## Professional Development

The district also supports PLC and Principal Professional Development Trainings. Site Leadership Teams are comprised of members of the FAC (Faculty Advisory Committee), classified staff, and site curriculum specialists who meet with site administration with the purpose of developing and improving upon site curriculum and instruction.

In 2019-2020, SOH continued its focus with restorative practices strategies and strengths based strategies within the classroom. During the 2020-2021 year our focus was to support the immediate needs of our teachers with tools and strategies for Distance Learning. This included work on various online platforms such as Google Classroom, Microsoft Teams, and Zoom. An additional emphasis on Social Emotional Learning was added to give teachers the tools needed to support the mounting emotional needs of our students during the COVID pandemic. The 2022-23 School year has us refocusing on SEL and strength based strategies to support the continued emotional struggles of our community. In addition, we are implementing ELD standards into all curricular subjects and recommitting to the Professional Learning Community and Learning Cycle processes.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	