Sweetwater Union 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	Sweetwater Union High School
Street	2900 Highland Ave.
City, State, Zip	National City, CA, 91950-7415
Phone Number	619-474-9700
Principal	Mrs. Alejandra Inzunza
Email Address	alejandra.inzunza@sweetwaterschools.org
School Website	http://suh.sweetwaterschools.org/
County-District-School (CDS) Code	37684113738226

2023-24 District Contact Information

District Name	Sweetwater Union High
Phone Number	(619) 691-5555
Superintendent	Moises Aguirre, Ed.D. (Interim)
Email Address	karen.janney@sweetwaterschools.org
District Website	www.sweetwaterschools.org/

2023-24 School Description and Mission Statement

The mission of Sweetwater High School, the distinguished, educational cornerstone of National City, committed to academic, social, and ethical growth for its diverse students, is to ensure graduates possess skills necessary for success in post-secondary education and career aspirations and become contributing members of their community through a system of learning characterized by:

- A rigorous and relevant curriculum for all students
- A culture of learning, emphasizing high expectations for all students, staff, and parents
- A caring professional staff leading students to maintain healthy relationships and make positive life choices
- A community focused on accountability, assessment, and achievement for all stakeholders
- Resources and opportunities to maximize student achievement and potential

Sweetwater High School is extremely proud of the achievements of its students. Recognitions abound as district, state, and community officials continue to recognize the achievements of Sweetwater High School in academics, sports, community events, and VAPA performances. We are extremely proud of our teaching staff and of their efforts in maximizing student achievement. The myriad of programs offered at SUHI complement student academics and they are key to allowing students to showcase their talents, including our award-winning band, MCJROTC, athletic teams, after-school programs, and our very active Associated Student Body.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	384
Grade 10	721
Grade 11	733
Grade 12	841
Total Enrollment	2,679

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1%
Male	52.9%
American Indian or Alaska Native	0.6%
Asian	1.6%
Black or African American	1.5%
Filipino	10.1%
Hispanic or Latino	77.6%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	1.2%
White	6.5%
English Learners	27.3%
Foster Youth	0.1%
Homeless	1.8%
Socioeconomically Disadvantaged	89.9%
Students with Disabilities	13.7%

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)	75.70	65.97	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)	0.20	0.17	6.00	0.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.20	3.73	57.40	3.48	12115.80	4.41
Unknown	34.50	30.11	443.50	26.88	18854.30	6.86
Total Teaching Positions	114.70	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)	99.20	84.98	1443.50	85.46	234405.20	84.00
Intern Credential Holders Properly Assigned	1.70	1.53	12.40	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.20	2.74	24.50	1.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.90	3.34	56.80	3.36	11953.10	4.28
Unknown	8.60	7.39	151.70	8.98	15831.90	5.67
Total Teaching Positions	116.80	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	2.70
Misassignments	0.20	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.20	3.20

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.30	1.00
Local Assignment Options	2.80	2.90
Total Out-of-Field Teachers	4.20	3.90

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)	3.2	1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.6	0.4

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 has an administration building, 94 classrooms, a gym and a library. The main campus was built in 1921. Additions were constructed in 1949, 1952, 1954, 1957, 1958, 1960, 1961, 1966, 1968, 1971, 1972, 1985, 1986, 1999, 2001 and 2003. Twelve portable classrooms were constructed in 1985 and 1986.

Sixty-three permanent classrooms have been constructed.

The school opened in 1921 with an administration building, 8 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.

The school has added air-conditioning to every classroom on the campus in the summer of 2017.

Year and month of the most recent FIT report	08/08/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			2. room hot, ac parts on order,
Interior: Interior Surfaces		X		4. floor tile missing at back exit, chipped paint throughout room, ceiling tiles loose/damaged, 11. exterior peeling paint in breezeway at serving lines, 14. concrete chipped at doorway, asphalt to the east has spider cracks, 4. floor tile cracked, 4. wall damage, 11. paint peeling at skylight, 15. skylight cracked, 4. hole in wall x 3, 7. light cover/diffuser missing, 4. hole in wall, ceiling damaged, 15. door jamb damaged, 7. light switch cover plate cracked, light cover/diffuser missing, 12. exterior wall damage, 15. door damaged, 4. holes in wall at multiple areas, 7. lights out, 11. paint peeling at ceiling, 15. door damaged , 7. cable loose on wall
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			5. room dirty and has cobwebs, 7. light missing

School Facility Conditions and Planned Improvements

Electrical			X	7. junction box cover plate missing, exterior outlet covers missing, extension cord used as permanent power 14. asphalt between 600 and 900 building is cracked and sinking, 7. lights out in both storage areas, 15. both door jambs have chipped paint, 7. electrical outlet cover plate missing, 7. appliances plugged into power strip, 12. exterior wall damage, 7. timer box wires exposed
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		7. light covers/diffusers missing in foyer, light switch cover plate cracked, 8. menstrual product dispenser is rusty, 3. exterior drain missing grate, 7. light out, light cover, 8. partitions damaged, partion privacy latch is broken, 4. cracked floor/wall ceramic tile, 8. toilet loose, 9. faucet loose, sink cracked, 5. graffiti etched on mirror, 8. restroom has no menstrual dispenser (on order), 4. rusty dispensers, 8. all toilet seats are loose, 9. sink hard to turn on, 2. air vent grille missing, 9. faucet loose, 7. hand dryer not working, 8. toilet leaking just below flush valve
Safety: Fire Safety, Hazardous Materials			X	7. light covers/diffusers off, 10. fire extinguisher expired, 10. fire extinguisher missing, 5. boxes stacked too high--fall hazard
Structural: Structural Damage, Roofs	X			12. exterior stucco wall has hole in it, 13. rain gutter rusted and down spouts loose or missing in front of new gym, 15. skylight cracked
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			14. concrete sidewalk outside 407A is cracked and lifting--trip hazard, 15. window cracked, door paint chipped, 4. multiple acoustical wall tiles missing, 10. EXTREME all exit signs not working, fire extinguisher expired x 2, 11. peeling paint at ceiling and walls, 14. asphalt cracked, windscreen torn at tennis courts, basketball backboard rusty, 5. room dirty and has cobwebs, 7. light missing

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)	38	28	50	48	47	46
Mathematics (grades 3-8 and 11)	13	9	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	701	674	96.15	3.85	27.76
Female	336	327	97.32	2.68	32.31
Male	365	347	95.07	4.93	23.48
American Indian or Alaska Native	--	--	--	--	--
Asian	20	19	95.00	5.00	47.37
Black or African American	13	13	100.00	0.00	8.33
Filipino	63	62	98.41	1.59	59.68
Hispanic or Latino	529	508	96.03	3.97	22.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	57	55	96.49	3.51	27.27
English Learners	171	163	95.32	4.68	3.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	652	630	96.63	3.37	28.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	89	79	88.76	11.24	6.41

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	701	660	94.15	5.85	8.84
Female	335	319	95.22	4.78	7.23
Male	366	341	93.17	6.83	10.36
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	25.00
Black or African American	13	13	100.00	0.00	7.69
Filipino	63	61	96.83	3.17	16.39
Hispanic or Latino	529	494	93.38	6.62	6.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	57	55	96.49	3.51	9.09
English Learners	172	157	91.28	8.72	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	652	617	94.63	5.37	8.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	89	77	86.52	13.48	5.33

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)	11.49	13.42	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	708	635	89.69	10.31	13.70
Female	342	312	91.23	8.77	11.86
Male	366	323	88.25	11.75	15.48
American Indian or Alaska Native	--	--	--	--	--
Asian	12	10	83.33	16.67	--
Black or African American	--	--	--	--	--
Filipino	80	77	96.25	3.75	32.47
Hispanic or Latino	552	493	89.31	10.69	10.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	38	33	86.84	13.16	18.18
English Learners	188	168	89.36	10.64	0.60
Foster Youth	0	0	0	0	0
Homeless	12	9	75.00	25.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	649	587	90.45	9.55	13.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	87	77	88.51	11.49	5.19

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.

Sweetwater High School offers programs in four industry sectors, Arts, Media and Entertainment (Design, Visual, and Media Arts), Engineering and Architecture (Engineering Technology), Health Science and Medical Technology offering two pathways (Healthcare Administrative Services) and (Patient Care), and Manufacturing and Product Development (Welding and Materials Joining). In addition, there are two California Partnership Academies –Welding (Welding and Materials Joining) and Health Sciences. 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	759
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	89
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	96.6
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	34.06

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	40%	45%	45%	35%	40%

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

Community involvement is an essential element of the educational programs at Sweetwater High School. Besides many business partnerships, active parent partnerships are critical to the success of student achievement. At Sweetwater High, we offer parent involvement opportunities with the Targeted Resource Teacher, Student Program Facilitator, and Community Relations Facilitator's support. We are actively and consistently encouraging our families to stay connected to the school in a virtual manner. The Targeted Resource Teacher and Community Relations Facilitator help coordinate parents to participate in workshops, or parent meetings. Examples of classes are FERIA, Parent Institute for Quality Education, Mini-CABE, Counselor Parent Workshops, and other courses requested by our parents. Parents are proactive and participate in the monthly ELAC, SSC, Coffee with the Principal meetings to discuss improvements and concerns. We believe in the importance of having an open door for our parents to give feedback and suggestions to empower their participation. Beyond advisory committees, parents are key to our everyday operations. Each year culminates with a celebration of the many hours these parents contribute to the success of SUHI.

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	7.5	6.6	6.2	7.6	7	5.9	9.4	7.8	8.2
Graduation Rate	83.9	82.4	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	742	656	88.4
Female	360	332	92.2
Male	382	324	84.8
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	12	10	83.3
Black or African American	--	--	--
Filipino	82	77	93.9
Hispanic or Latino	572	508	88.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	13	10	76.9
White	41	34	82.9
English Learners	238	201	84.5
Foster Youth	--	--	--
Homeless	19	15	78.9
Socioeconomically Disadvantaged	706	627	88.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	91	77	84.6

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2874	2777	833	30.0
Female	1356	1315	426	32.4
Male	1517	1461	406	27.8
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	15	15	8	53.3
Asian	46	46	4	8.7
Black or African American	43	41	11	26.8
Filipino	280	276	44	15.9
Hispanic or Latino	2241	2161	704	32.6
Native Hawaiian or Pacific Islander	11	11	4	36.4
Two or More Races	37	35	8	22.9
White	187	178	47	26.4
English Learners	830	799	248	31.0
Foster Youth	4	3	2	66.7
Homeless	58	54	29	53.7
Socioeconomically Disadvantaged	2599	2538	734	28.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	418	395	145	36.7

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	0.03	6.48	5.22	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.07	0.07	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	5.22	0.07
Female	5.46	0.07
Male	5.01	0.07
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.17	0
Black or African American	6.98	0
Filipino	2.14	0
Hispanic or Latino	5.85	0.09
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	3.74	0
English Learners	7.71	0
Foster Youth	0	0
Homeless	6.9	0
Socioeconomically Disadvantaged	5.04	0.04
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.42	0

2023-24 School Safety Plan

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans in November. This plan is brought to the SSC and approved by the council, most recently on November 27, 2023. The plan is submitted to the Superintendent in February of each academic school year. Staff orientation and training must be completed by the end of the first semester. Disaster and evacuation drills are scheduled periodically throughout the school year. Additionally, monthly Safety Committee Meetings are held at Sweetwater High to discuss continuous safety improvements on campus. This committee includes an Assistant Principal, Site Facilities Lead, Campus Assistant, Parent, Student, School Psychologist, and the Targeted Support Resource Teacher.

Key Elements of the Plan:

- Monthly meetings of the Staff and Parent Safety Committees are held to address current conditions and concerns

- Update Site Safety Binder distributed to all school staff electronically.

- Train all staff on emergency procedures during the school year's first staff meetings.

- Comply with safety drills to include: two lock-down drills, two earthquake and fire drills with evacuation, and one clear room drill

- Identify strategies and programs that provide safety on campus

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	36	35	46
Mathematics	31	33	40	40
Science	28	16	55	3
Social Science	28	37	26	60

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	28	45	44
Mathematics	28	24	36	42
Science	26	13	60	1
Social Science	29	24	33	59

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	29	25	30	52
Mathematics	28	22	39	37
Science	26	14	53	2
Social Science	30	25	26	59

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	343.46

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)	7.8
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	10.8

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	6020.23	577.36	5432.88	87,617.00
District	N/A	N/A	9754.53	$91,566
Percent Difference - School Site and District	N/A	N/A	-56.9	-1.1
State	N/A	N/A	$7,607	$97,850
Percent Difference - School Site and State	N/A	N/A	-43.4	-5.1

Fiscal Year 2022-23 Types of Services Funded

General Operations - services, materials, and support to the general education program

Title I - specialized learning assistance for students that are educationally disadvantaged in order to support them in order to meet proficiency levels and close the achievement gap. There is dedicated funding for professional development and parent involvement.

LCAP - funding for specific services that focus on English Learners, Free Reduced Lunch, Foster, and Homeless Youth intervention programs development to ensure that we are providing the best service according to the needs of our students

CPA - The California Partnership Academies Grant funds two programs. The "Health Academy" and "Welding and Environmental Science." The funding supports Career Technical Education, professional development, equipment, and enrichment activities.

ASSETS - The purpose of the 21st Century High School ASSETs Program is to provide local flexibility in the establishment or expansion of community learning centers that provide students in grades nine through twelve with academic enrichment opportunities and activities designed to complement the student's regular academic program and that support college and career readiness, assist with literacy and related educational development services for families of these students, and provide a safe environment for students participating in their programs.

ESSER - This funding provides relief funds to address the impact, including mitigating learning loss, that COVID-19 has had on our students' learning and development.

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	36.4

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	4
English	11
Fine and Performing Arts	2
Foreign Language	5
Mathematics	6
Science	6
Social Science	21
Total AP Courses Offered Where there are student course enrollments of at least one student.	55

Professional Development

Sweetwater High is involved in extensive professional development to improve instruction to maximize student learning. Additional training and workshops are held outside of the school day.

During the 2022-2023 school year at each of Sweetwater High's monthly staff meetings, administrators and teacher leaders began and have continued exciting professional development with a focus and lens on social-emotional learning. The Culture and Climate Committee has been instrumental in teacher training to improve school climate. Moreover, in the presence of continually reviewing grade distribution data, PLCs continue to use the Team Learning Cycle to make adjustments to their curriculum and instruction. PLC planning has been offered to teams to improve instruction. Site Leaders were also trained by Solution Tree in February, 2023. Other outside professional development opportunities were AP by the Sea training for teachers interested in teaching Advanced Placement courses, National Math and Greater San Diego Mathematics Council Annual Mathematics Conference, GLAD Training, and other SDCOE workshops.

There was also a focus on English Language Learners and their specialized learning needs. A school-wide PD was offered to all staff focusing on best practices and instructional learning tools to engage student learning for all students, but with a particular focus on ELs.

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	36	42	